



2023 - 2024

Graduate Catalog



TABLE OF CONTENTS

General Info		Full Stack Engineering, Certificate	202
Overview and Policies	3	Instructional Coach, Endorsement	203
Financial Considerations	7	Interpretation: English/Spanish-Spanish/English, Certificate	203
Student Resources	14	IT and Cybersecurity Policy, Certificate	204
Faculty	18	Nursing, Certificates	205
Graduate		Post-Baccalaureate Premedical, Certificate	207
Overview and Mission	33	Pre Speech-Language Pathology	208
Academics: Requirements, Expectations, and Policies	33	Special Education, Certification	209
Masters	39	Strategic Communication, Certificate	209
Bilingual/Bicultural Studies, M.A.	39	Translation: English/Spanish-Spanish/English, Certificate	210
Business Administration, MBA (Full-time)	46	Wound, Ostomy and Continence Nursing, Certificates	212
Business Administration, MBA (One-Year)	56	Doctorates	220
Business Administration, MBA (Online)	63	Doctor of Nursing Practice (DNP) - Nurse Anesthesia - Post-BSN	220
Business Administration, MBA (Part-Time Hybrid)	73	Doctor of Nursing Practice (DNP) - Nurse Anesthesia - Post-BSN-Frank J. Tornetta School	230
Business Systems and Analytics, M.S.	82	Doctor of Nursing Practice (DNP) - Post-Master's	240
Computer Information Science, M.S.	92	Doctor of Psychology in Clinical Psychology (Psy.D.)	249
Cybersecurity, M.S.	96	Courses: A-Z	257
Economic Crime Forensics, M.S.	99	Accounting (ACC)	258
Education, M.A.	102	Analytics (ANA)	259
Education, M.Ed. - La Salle/RTC	111	Bilingual/Bicultural Studies (BLS)	259
Marriage and Family Therapy, M.A.	117	Business Administration (BUS)	263
Nonprofit Leadership, M.S.	124	Business Systems & Analytics (BSA)	263
Nursing, MSN	127	Central European Studies (CES)	264
Nutrition, B.S.Nutr./M.S. - Coordinated Program in Dietetics (5-Year)	137	Comm Sciences & Disorders (COSD)	267
Professional Clinical Counseling, M.A.	144	Communication (COM)	269
Public Health, MPH	151	Computer Information Science (CIS)	271
RN to MSN Bridge	157	Cybersecurity (CYB)	273
RN-BSN to MSN	158	Econ Crime Forensics (ECF)	273
Social Work, MSW	167	Economics (ECN)	274
Speech-Language Pathology, M.S.	173	Education (EDC)	274
Strategic Communication, M.A.	179	English (ENG)	280
Translation and Interpretation, M.A.	182	Finance (FIN)	281
Certificates, Endorsements, and Preparatory Programs	187	Fraud & Forensic Acct (FACC)	282
Autism Spectrum Disorders, Endorsement	188	Gerontology (GERO)	282
Business Systems and Analytics, Certificate	194	Graduate Religion (RLE)	282
Cybersecurity Policy, Certificate	199	Health Care Administration (HCA)	286
Data Science, Certificate	200	Health Science (HSC)	286
Fraud and Forensic Accounting, Certificate	201	History (HIS)	286
Freedoms Foundation/Graduate History Courses	202	Human Capital Development (HCD)	286
		Information Tech Leadership (INL)	286

Instructional Technology Mgt (ITM)	286
Integrated Studies (INST)	286
Management (MGT)	286
Management Information Systems (MIS)	287
Marketing (MKT)	287
Marriage Family Therapy (PMFT)	288
Master of Education (RTC) (EDM)	289
Masters of Business Admin (MBA)	291
Negot & Conflict Resolution (NCR)	292
Nonprofit Leadership (NPL)	293
Nursing (NUR)	294
Nutrition (NUTR)	301
Prof Clinical Counseling (PCC)	302
Prof Counsel/Marriage Family (PCMF)	304
Psychology (PSY)	307
Public Health (PHLT)	311
Religion (REL)	314
Social Work (SWK)	314
Speech Language Hearing (SLH)	317
Teaching Eng Second Language (TSOL)	317
Theology (THD)	318
University Studies (UNS)	321
Index	322

Overview and Policies

Who Are We?

Mission

Established in 1863, La Salle University is a private, Lasallian Catholic university rooted in the tradition of the Brothers of the Christian Schools teaching order founded by St. John Baptist de La Salle. Known as an academic community of excellence, one shaped by Lasallian, Catholic values, La Salle University remains steadfast in the pursuit of its mission of faith, service, community, and social justice, with concern, too, for both collective values and the individual values of its students.

As a Catholic university, La Salle strives to offer a high-impact teaching and learning experience and a transformational 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 freedom to search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity and purpose. The programs of the University aim to prepare students for regionally and globally focused service and progressive leadership in their families, organizations, and communities, and to fulfill the immediate and long-term goals of their lives.

Today, La Salle University remains committed to the values of the Gospel and the founding story and vision of St. La Salle. Those values remain integral to how we understand our Catholic identity and informs us in how we continue our Lasallian educational mission—that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored in the living tradition of the Brothers of the Christian Schools and in association with a diverse and inclusive learning community, the University aims to educate the whole person by fostering a rigorous free search for truth. La Salle, in affirming the value of both liberal arts and professional studies, prepares students for the lifelong pursuit and exploration of wisdom, knowledge, and faith that lead to engaged and fulfilling lives marked by a commitment to the common good.

Read more about La Salle's mission and core values. (<https://www.lasalle.edu/mission-and-heritage/>)

The Lasallian Tradition

Following in the footsteps of their founder, Saint John Baptist de La Salle, the Brothers of the Christian Schools' first permanent educational establishment in North America was founded in 1837, Montreal, Canada. In 1842, John McMullin became the first De La Salle Brother from the United States. He founded Calvert Hall College High School in 1845, in Baltimore, Md., becoming the first permanent Lasallian school in the United States. For more than 180 years, Lasallian education has spread throughout the United States and Canada with the establishment of schools, universities, and other centers of education. The mission of Lasallian education continually aims to adapt to emerging educational and spiritual needs of children, young people and adults, especially those who are economically poor.

Chartered in 1863 by the Commonwealth of Pennsylvania, La Salle College became the first institution of higher education in the world to bear the name of St. John Baptist de La Salle. Its incorporators were a group of De La Salle Brothers, a diocesan bishop, and laymen—a cooperative group unusual among boards of U.S. Catholic tertiary institutions. The co-founders of the College were Bishop James Wood, fifth bishop of Philadelphia, and Brother Teliow Fackelday, FSC, a German immigrant who joined the Brothers in the United States. Brother Teliow

was the founding principal of Christian Brothers High School (later La Salle College High School) in St. Michael's parish at 2nd and Jefferson streets. Four years after its foundation at St. Michael's, the College moved to Filbert Street, opposite Philadelphia's City Hall. There, the small collegiate department developed for some 20 years in tandem with the high school department; the borders between the two, in fact, were at times indistinct. Because crowding continued during the 1870s, the trustees sought more commodious space uptown at 1240 North Broad Street. La Salle relocated there in 1886, remaining in the former Bouvier Mansion until 1929, when the college and high school were established in the Belfield neighborhood of Northwest Philadelphia.

After the end of World War I, the College looked forward to further expansion in the 1920s. For this purpose, the trustees purchased a part of the historic Belfield Farm. No sooner was work on the new buildings completed, when the country plunged into the Great Depression. Only belt-tight economy and persistence by Presidents Brother Alfred Kelly, FSC, and Brother Anselm Murphy, FSC, and help from other Brothers' schools got the College through its mortgage crisis and the Second World War, when enrollment dropped from 400 to 80 students, but a new dawn came soon thereafter.

In 1946, La Salle College faced a wave of returning war veterans and began a period of expansion. New buildings mushroomed and an increasingly lay faculty kept pace with a student body that soon numbered thousands. Through the years, then the University has expanded physically through acquisition of adjacent properties, constructing (and, in some cases, renovating) various campus buildings, and expanding the number of academic programs on both the undergraduate and graduate levels.

Anchored in Philadelphia, La Salle continues to provide an intellectual and spiritual space for students to blaze their paths with the support of an experienced and caring faculty and staff. La Salle remains committed to the values of the Gospel and the founding story and vision of Saint De La Salle. Those values remain integral to how we understand our Catholic identity and informs us in how we continue our mission of Lasallian education.

The Campus

At La Salle University, learning occurs both in and out of the classroom. La Salle is located in Philadelphia—the sixth-most populous city in the United States, and home to neighborhoods rich with unique historical, educational, social, and cultural opportunities. Faculty complement their classes with city-based activities and the University enjoys fruitful partnerships with industry and a variety of organizations throughout Philadelphia, offering students plenty of experiential learning opportunities.

On campus, La Salle is situated on 133 acres in Northwest Philadelphia, six miles from the cultural, historic, and social attractions of Center City, with convenient access to public transit. In 2016, La Salle opened Founders' Hall—a cutting-edge facility that delivers an unparalleled learning environment for La Salle's School of Business, replete with leading technologies and professional development services. That same year, the University unveiled Hansen Quad, a picturesque and reimaged green space at the heart of La Salle's sprawling urban campus. La Salle's Connelly Library, in 2019, debuted its new Learning Commons to offer space for multi-disciplinary collaboration and innovation between University students, faculty, and staff, and community neighbors.

- Main Campus is the heart of La Salle, where numerous buildings house administrative offices, academic class space, laboratories,

and the School of Arts and Sciences. You can find Connelly Library (<https://library.lasalle.edu/>) and many of La Salle's residence halls here, too.

- West Campus is home to the School of Business and the School of Nursing and Health Sciences, as well as the Office of University Advancement.
- South Campus is where you will find the Department of Communication, several residence halls, and Treetops Café.

View La Salle's campus map. (<https://www.lasalle.edu/map-and-directions/>)

Nationally Recognized

La Salle University provides a holistic, outcomes-based education, making it a true value and an investment in the future of our students. Our graduates become top performers and top earners in their respective fields.

The University is ranked regularly for value, return on investment, and educational quality by national agencies, organizations, and media outlets. Here are a few:

- *U.S. News & World Report, 2022*
 - Top 300, Best undergraduate nursing program in the nation
 - Top 50, Best universities in the North Region
 - Top 40, Best universities in the North Region for veterans and active-duty military
 - Top 40, Best universities in the North Region for social mobility, reserved for universities that enroll and graduate high percentages of students who qualify for the federal Pell Grant
 - Top 5 Catholic universities in Pennsylvania
- *Money magazine, 2019*
 - Top 25, Most transformative colleges in the nation
 - Best colleges in the nation for your money
- *Georgetown University Center on Education and the Workforce, 2022*
 - Top 6% nationally in 10-year earnings
 - Top 7% nationally in lifetime earnings

Read more about La Salle's rankings. (<https://www.lasalle.edu/admissions/why-la-salle/rankings/>)

Accreditations and Memberships – The Mark of Excellence

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 Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, President@msche.org. The Commission on Higher Education is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (Candidacy status) activities for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance education and correspondence education programs offered at those institutions. MSCHE is also recognized by the Council on Higher Education Accreditation (CHEA) to accredit degree-granting institutions which offer one or more post-secondary educational programs of at least one academic year in length in Delaware, the District of Columbia, Maryland, New Jersey, New York,

Pennsylvania, Puerto Rico, the Virgin Islands, and other geographic areas in which the Commission conducts accrediting activities.

La Salle is also accredited by:

AACSB International (The Association to Advance Collegiate Schools of Business)

777 South Harbor Island Blvd., Suite 750
Tampa, FL 33602-5730
813.769.6500

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

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

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

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

Council on Social Work Education, Board of Accreditation
333 John Carlyle Street, Suite 400
Alexandria, VA 22314
703.683.8080

The 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
2200 Research Boulevard, #310
Rockville, MD 20850
800-498-2071 or 301-296-5700.

La Salle University's Department of Communication Sciences and Disorders has received approval from the Commonwealth of Pennsylvania's Department of Education (PDE), Bureau of Teacher Preparation and Certification for Educational Specialist for Speech-Language Pathology and for the Certificate for Speech and Language Disabilities. Either certificate is needed to work in the various school systems in Pennsylvania.

La Salle University's Didactic Program in Nutrition and Coordinated Program in Dietetics are accredited by the:

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
120 S. Riverside Plaza, Suite 2000
Chicago, IL 60606-6995

312.899.0040, x5400

The Frank J. Tornetta School of Anesthesia is accredited by the:

Council on Accreditation of Nurse Anesthesia Educational Programs
222 S. Prospect Avenue
Park Ridge, Ill
60068-4001, 847-655-1160

The BSN, MSN, DNP, and APRN Post-master's Certificate programs at La Salle University are accredited by the:

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington DC 20001
202-887-6791

The undergraduate and graduate programs in Public Health are accredited by the Council on Education for Public Health (CEPH).

The Marriage and Family Therapy Master's program at LaSalle University is accredited by the:

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the Association for Marriage and Family Therapy (AAMFT)
112 S. Alfred Street
Alexandria, VA 22314
(703) 838-9808

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

Undergraduate Admission

The La Salle University Undergraduate Admission Office gives careful consideration to all applicants to the University. Each applicant is treated as an individual and is therefore reviewed holistically using academic, extracurricular and standardized testing measures (if applicable). A thorough review of the applicant writing sample and letters of recommendation are also considered.

La Salle University is now Test-Free

As part of a pilot program, La Salle will no longer consider standardized tests for admission or merit scholarships. We will pilot this program for applicants for Fall 2023, 2024, and 2025.

It is clear to us that the best predictor of success in the La Salle classroom is each candidate's high school curriculum and grades. *These factors will also drive our academic scholarship decisions.*

Elements of a successful application

The heart of the review for admission is the demonstrated academic preparation for the applicant's program of study. The courses taken and grades earned are most important. At a minimum, students are expected to follow a college preparatory curriculum. The opportunity to take honors, AP, IB, and other advanced classes does enhance our view of the depth of preparation. Students interested in Nursing and other STEM programs are expected to have a strong record in math and science courses.

The personal characteristics we learn about through essays, recommendations, and the activities profile help to shape our overall understanding of each candidate's high school career and life experiences, and fit to La Salle.

Freshman Admission

Students can apply to La Salle any time after completing their junior year of high school as long as they fulfill the following admission requirements.

Freshman Admission Requirements High School Units:

A student's final high school record should show successful completion of at least 16 units of high school work, including the following:

- English 4 units
- Mathematics 3 units that must include at least 2 years of algebra
- Foreign Language 2 units that must be of the same language
- History 1 unit
- Natural Science 2 units

Total 12 units

The Committee on Admission will review only completed applications with all supporting materials.

La Salle University Application Review

The following is required of all applicants to La Salle University applying:

- Common Application or La Salle University Application
- An official transcript showing three years of high school scholastic records
- Your TOEFL, IELTS, or Duolingo scores (for international students)
- An academic letter of recommendation from a teacher, counselor, parent, or school administrator
- Personal Statement/Essay

The required Common Application or La Salle Application Essay is not graded. This essay is generally used to inform the Admissions Committee about the applicant's interests and/or background.

La Salle reviews completed applications on a rolling basis. However, if a completed application is submitted on or before La Salle's non-binding, Early Explorer deadline (November 1), a decision is guaranteed by early December. Applications received after the Early Explorer deadline will be reviewed on a rolling basis.

In exceptional cases, students may be admitted after completion of the junior year, but only on the recommendation of their high school counselor and with evidence of superior academic achievement. In addition, early high school graduates are also required to complete an interview with a La Salle University Admission Counselor before a final admission decision can be made. All students who are accepted

must graduate from an accredited high school with creditable grades, attendance, and disciplinary records.

La Salle University reviews each application for admission individually; there is no single, inflexible set of standards—such as GPA, test score, or years of courses to determine admission eligibility. Instead, students will be asked to choose either the Traditional Application or Test-Flexible Application as the path that best reflects the students abilities, skills, life experiences, and potential for success at La Salle.

Policies, Rights, Responsibilities

Nondiscrimination Policy

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

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

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

Family Educational Rights and Privacy Act (FERPA): Rights And Privacy Act Provisions

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974 (<http://www.lasalle.edu/registrar/student-records-policies/>). This act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the act, each institution must inform each student of his or her right to prevent disclosure of

personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: name, address, dates of attendance, class, major field of study, degree(s) conferred (including dates), and e-mail address.

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

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

Jeanne Clery Act and The Commonwealth of Pennsylvania's Act 73/College and University Security Information Act

To comply with the provisions of the Jeanne Clery Act and the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University's Annual Security and Fire Safety Report (Crime Statistics Report) can be accessed on the Department of Public Safety website (<http://www.lasalle.edu/student-life/public-safety/>). The report includes crime statistics and disciplinary referrals for the most recent three years, the University's policies and programs designed to aid in keeping the community safe, information on emergency preparedness, and information on fire safety in residence facilities. Print copies of the document may be requested from the Department of Public Safety via email (publicsafety@lasalle.edu).

Federal Consumer Information Regulations

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

Student Rights and 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, students accept University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. The Student Guide to Resources, Rights, and Responsibilities (<http://www.lasalle.edu/students/dean/divpub/manuals/studentguide/>) is available on the University's web site. All students are expected to follow the policies contained in the guide.

Administration

Board of Trustees

The membership of the Board changes annually.

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Daniel J. Allen, Ph.D., *President*

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 Robert W. Liptak
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 Joseph Markmann
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Robert Schieler, F.S.C., *Vice President*
 Stephen Lightcap, Ed.D., *Treasurer*
 Mark Engberg, Ph.D., *Secretary*

President

Daniel J. Allen, Ph.D.

President's Cabinet

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 Mark Engberg, Ph.D., *Chief of Staff*
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 Ashwin Puri, *Vice President of Athletics & Recreation and Director of Athletics*
 Gabrielle St. Léger, Ed.D., *Vice President of Student Development and Campus Life*

University Offices and Services

View the complete listing of Departments/Offices (<https://www.lasalle.edu/offices-and-services/>) online.

Academic Calendar

The Academic Calendar (<https://www.lasalle.edu/academic-calendar/>) for the next year is usually published in the preceding Fall semester. It is accompanied by a less-detailed schema for the next five years.

Financial Considerations

Financial Obligations

At the time of registration, the student contracts for the full amount of the tuition and related fees, regardless of the arrangement for payment. A student who is financially delinquent or who has a record of indebtedness cannot attend class, register for subsequent semesters, or receive grade reports, transcripts, or a diploma until such indebtedness is paid.

Financial Responsibility Agreement (FRA)

All students are required to accept La Salle University's Student Financial Responsibility Agreement (https://catalog.lasalle.edu/general-info/financial-considerations/Student-Financial-Responsibility-Agreement_March-2022.pdf) prior to looking up classes or registering for the first time each semester.

The purpose of the FRA is designed to make students aware of the financial terms and responsibilities associated with enrolling for classes. Registering for classes generates a bill that is the student's responsibility to pay. **To ensure that all students are aware of this responsibility, La Salle University requires all students to read the FRA and agree in order to register for the upcoming term.**

Student Health Insurance Requirement

All Undergraduate day students, all undergraduate evening students taking 12 or more credits hours, resident graduate students, all registered international students, and all non-resident graduate students taking six or more credit hours or participating in full time programs are required to carry health insurance coverage, either through the University-sponsored plan or through an alternative comparable plan, such as coverage on a parent's health insurance plan. Prior to attending the University, and annually thereafter, registered students in the aforementioned categories must complete the online student health insurance enrollment/waiver process.

In order to complete the enrollment/waiver process, registered students should go to www.firststudent.com (<http://www.firststudent.com>). Select La Salle University, click on the the Enroll Now button or Waive Your Schools Insurance button and follow the directions. Students with questions regarding coverage can contact customer service at customerservice@firstriskadvisors.com or call 800-505-4160.

Tuition Insurance

We believe it's important to offer an easy, affordable way to protect the investment your family has made in higher education. That's why La Salle University has negotiated with **GradGuard** to provide our families with tuition insurance by Allianz Global Assistance featuring special plans and rates not available to the general public.

This coverage expands the scope of our refund policy by ensuring reimbursement for tuition, room and board and other fees for covered withdrawals at any time during the semester. Plans also include Student Life Assistance: a 24-hour emergency hotline that offers students and parents even greater peace of mind.

At La Salle University, we want the best for our students, and Allianz Global Assistance is a world-leader in specialty insurance and assistance —helping over 35 million people protect their tuition payments, travel plans and more each year. Visit our website for more information (<https://www.lasalle.edu/studentaccounts/billing-policies/>).

Tuition and Fees

Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Invoices and Payments

Fall semester electronic bills (eBills) will be available for viewing and making payment in **July**, spring semester eBills will be available in **December**, and summer semester eBills will be available in **April**. Payments are due as follows:

Semester	Month
Fall	August
Spring	January
Summer	May

Acceptable Payment Types:

Credit card (American Express, Discover, MasterCard and VISA) and eCheck (ACH) payments can be made at <http://my.lasalle.edu>. An eCheck payment is an electronic debit of a checking or savings account. You must have your account number and routing number available to make an eCheck payment.

*Credit card payments are subject to a 2.85 percent convenience fee; however, eCheck payments are not subject to a convenience fee.

If you choose to pay via wire transfer, instructions are available on the secure portal. You must include your student ID number.

When making payment by personal check/money order, please write your student ID number on the face of the check/money order to ensure accurate and timely processing. **A \$45 fee will be assessed for all returned checks. If the University receives a total of three returned checks, all future payments must be made via cash, certified check, or money order.**

***DO NOT SEND CASH THROUGH THE MAIL.**

When you access your eBill you will also be able to pay online. If full payment cannot be made, the La Salle Payment Plan is available. **All financial obligations must be satisfied before a student's enrollment is finalized.**

Third-Party Payments

If a recognized third party (employer, labor union, foundation, etc.) is paying all or a portion of your tuition, you must send the official notification to the Student Accounts Office to be applied to your account.

To be eligible, the third party must be a recognized organization, not an individual. **The official notification must be on letterhead and contain the following, student name, La Salle Identification number, amount that will be paid, billing instructions and signature of authorized representative.** Remember to remit payment for any amount due, not covered by a third party. Third party billing authorizations are accepted in lieu of payment and should be received by the payment due date. Please fax or email your billing authorization to 215.951.1799 or studentar@lasalle.edu.

Employer Assisted/Deferred Payment- Graduate Students Only

La Salle University has established a deferred payment plan for graduate students who qualify for tuition reimbursement from their employer.

Students accepted into the plan may defer payment of the portion of their tuition reimbursable under their employers' program until **45 days after the end of the semester**. Any balance not covered under an employer education assistance plan must be remitted by the payment due date.

If you are using the Employer Assisted Graduate Deferred Payment Plan, you must Complete the Deferred Payment Plan Application. (<https://www.lasalle.edu/studentaccounts/employer-graduate-tuition-deferral-payment-program/>)

Submit the form, along with a \$60.00 payment, proof of employment letter and a copy of your employer's reimbursement policy.

You may forward the application and documents via email (studentar@lasalle.edu), fax (215.951.1799), or U.S. mail, to the attention of the Office of Student Accounts Receivable.

If you choose to submit your application and documents via email of fax, you may remit your \$60.00 application fee on the Student Portal.

Tuition Reduction for Catholic School Teachers

Students employed as full-time teachers in Catholic schools within the dioceses of Philadelphia, Allentown, Trenton, Camden, and Wilmington may receive a 30 percent tuition reduction for courses taken in all programs, except for Graduate Religion and Psy.D. to apply for this tuition reduction, the student is required to present a letter to the Office of Financial Aid from his or her principal, verifying full-time employment for each semester the tuition reduction is granted. Students must apply each semester.

Late Fees

A one and a half percent (1.5%) late payment fee per month and a one-time late administration fee of one hundred fifty dollars (\$150) will be assessed to all students who have not made payment in full or acceptable arrangements by the tuition due date for the semester. Students using their VA educational benefits will be exempt from any late payment fees.

Refund of Tuition

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

Full Fifteen Week Term

Week	Refund
Up to and including the first week ¹ of the semester	100%
Second	60%
Third	40%

Fourth	20%
After fourth week	no refund

1

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

Ten Through Twelve Week Terms

Week	Refund
Up to and including the first week ¹ of the semester	100%
Second	60%
Third	20%
After the third week of the semester	no refund

1

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

Five Through Nine Week Terms

Week	Refund
Up to and including the second day of the semester	100%
First week of the semester	60%
After the first week of the semester	no refund

One Through Four Week Terms (includes intersession)

Week	Refund
Up to and including the first day ¹ of the semester	100%
After the first day of the semester	no refund

1

The first day of the semester is defined as the official start date of the semester, not the first day of a class or first day of attendance.

La Salle University uses federal regulations to determine the refund of federal financial aid funds to the federal government. A copy of this federal refund calculation is available in the Office of Financial Aid.

Military Tuition Assistance (TA) Refund Policy

The Department of Defense requires the University to return any unearned Military Tuition Assistance (TA) funds to the Department should a service member withdraw from a course that was paid for using TA. If a service member withdraws from any course on or before the 60% completion date (during week 9 for a 15-week course), a prorated refund will be issued back to the Department for the TA funds that were provided. The schedules below determine the prorated amount of TA funds refunded to

the Department based on the date of service member's withdrawal from a course.

For example, if a service member withdraws from a course at the 60% mark (during week 9 for a 15-week course), 40% of TA funds used for the course will be returned to the Department. In instances when a service member stops attending due to a documented military service obligation, the University will work with the affected service member to identify solutions that may not result in a student debt to the University for the portion of TA funds returned to the Department.

See the refund schedules below.

Week-1 Course Drop When Using Military TA

Course drops before or during the first week of the course receive a 100% refund of tuition, including any technology fees charged per course.

Week 1 refunds will NOT include any late registration fees. Note: Week 1 ends at 11:59:59 p.m. ET on the first Sunday of the first week of the course.

Tuition Refund Schedule When Using Military TA

Your potential refund amount is based on the length of course in which you are enrolled and when you submit your withdrawal request, as follows:

15-Week Course

Withdraw submitted:

Week	Refund
before or during weeks 1–2	100%
during weeks 3–4	90%
during weeks 5–6	75%
during weeks 7–8	50%
during weeks 9	40%
during week 10 to 15	0% eligible

Audit When Using Military TA

There are no refunds for students withdrawing from audit courses after the first week of class.

Involuntary Withdrawals When Using Military TA

You will receive the standard tuition refund based on the date of the withdrawal if you are involuntarily withdrawn from courses due to lack of academic progress or suspension due to student conduct issues, including plagiarism.

Tuition Refund Appeals

The University recognizes that rare and extraordinary circumstances may justify an exception to the tuition refund terms when withdrawing from the University. For information on the procedure for requesting an appeal, undergraduate students should contact an Assistant Dean in their respective School Dean's Office and graduate students should contact their Program Director.

Requests for such an exception to policy **must be submitted no later than 30 calendar days after the first class day of the subsequent term (e.g., a request for the spring semester must be submitted no later than 30 days after the first class day of the first summer session)**. While reasonable appeals will be considered, the University is under no obligation to take any course of action that would result in a refund, removal of charges, or

credit. In order to file an appeal, a student must withdraw from all classes for the semester in question.

Federal and State Financial Aid Programs

Applying for Financial Aid

To apply for financial aid, incoming day students must complete the Free Application for Federal Student Aid (FAFSA) by Nov. 15. Returning day students must complete the FAFSA and the La Salle Institutional Data Form (IDF) by April 15. New and returning Pennsylvania residents in evening programs must complete the FAFSA by May 1 to be eligible for the PHEAA State Grant.

While all evening and graduate students must complete the FAFSA and IDF to be awarded financial aid, there is no La Salle deadline. However, remember that it takes at least six weeks to process financial aid. If an evening or graduate student wishes to have a refund check for books and living expenses at the start of the term, and to pay all outstanding balances to avoid late fees, then the student should apply early for aid.

La Salle's Title IV code is 003287. The FAFSA can be completed online at <https://studentaid.gov/h/apply-for-aid/fafsa> (<https://studentaid.gov/h/apply-for-aid/fafsa/>).

For some students, the federal government requires us to collect additional documentation to complete an application. Notification will be sent that details the additional documentation that is needed. The documentation must be submitted within 30 days of receipt of the request letter. (See the section below on deadlines for more information). No aid information will be awarded until the requested documentation is returned.

All students must reapply each year for all forms of financial aid.

Financial aid and loans cannot be awarded once the student ceases to attend.

Deadline Dates

The purpose of the deadline dates is to ensure that there is enough time for the student's financial aid to be processed and credited to the student's account for the beginning of classes. Filing late or submitting requested documentation after the deadline may cause a reduction in the financial aid award or a delay in having aid credited to the account. (However, generally, if a student files after the deadline date, there are still many types of aid available). If a student misses the application or the additional documentation deadline, and if the financial aid is not in place for any reason, then the student must be prepared to use the payment plan offered by the Office of Student and Accounts Receivable. If the necessary payment arrangements are not made, late fees will be charged.

Please note, students should also be prepared for a delay in receiving a refund check for living expenses or a transfer of funds to their Gold Card to buy books if a deadline is missed and the financial aid is not in place.

Types of Federal and State Financial Aid

Federal Pell Grants

The Pell program is a federally administered program based on exceptional need. Eligibility is determined by the federal government and notification is sent directly to students. Students who are Pell Grant eligible, may receive up to 12 semesters of funding as a full-time student; part-time students are eligible for a prorated number of semesters.

Federal Perkins Loans

Under federal law, the authority for schools to make new Perkins Loans ended on September 30, 2017, and final disbursements were permitted through June 30, 2018. As a result, students can no longer receive Perkins Loans. A borrower who received a Perkins Loan at La Salle University can learn more about managing the repayment of the loan via www.lasalle.edu/studentaccounts/perkins-loans/ (<http://www.lasalle.edu/studentaccounts/perkins-loans/>).

Pennsylvania State Grants (PHEAA) And Other State Grant Programs

Pennsylvania state grants are administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Eligible students must demonstrate financial need, meet Pennsylvania residency requirements, and be enrolled at least half-time. Full-time students must complete a minimum of 24 credits per year, while half-time students must complete a minimum of 12 credits annually. The Free Application for Federal Student Aid (FAFSA) must be filed by May 1 in order to be eligible.

PHEAA requires students to have at least 50 percent of their registered credits on-campus. If more than 50 percent of a student's registered credits during a given semester are for online classes, the student will be ineligible to receive a PHEAA State Grant for that semester.

Other states in addition to Pennsylvania have scholarship programs for their residents. Information and applications are available from the respective state boards of education.

Federal Work Study Program

The Federal Work Study Program provides students with exceptional need the opportunity to be eligible for part-time jobs on campus. The funds earned do not provide direct tuition relief, but they are intended to help meet incidental expenses encountered by students. Students are paid on a biweekly basis for the number of hours worked. The total amount that may be earned through the work program is determined by students' needs and availability of funds at the University. Students work an average of 12 hours a week throughout the academic year. Job listings are posted through Handshake via the portal.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is a federally funded, college-administered program available to students with exceptional need who are also Federal Pell Grant recipients.

Federal Direct Subsidized Loan

The Direct Subsidized Loan is a fixed-rate loan awarded directly by the federal government on the basis of financial need. This loan is interest-free during full-time and part-time enrollment in a degree-seeking program. Repayment and interest for this type of loan begins six months after leaving school or enrolling less than half-time, and allows for up to a maximum of 10 years to repay. Annually, a student may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior or senior.

The federal government has permanently limited eligibility for subsidized loans to 150 percent of the length of the student's academic program for new borrowers beginning on or after July 1, 2013. The 150 percent change means students in a four-year program will be eligible for subsidized student loans for the equivalent of six years— three

years for students in a two-year program. The student who reaches this limitation may continue to receive Unsubsidized Direct Loans if he or she is otherwise eligible (for example, student continues to meet the school's satisfactory academic progress requirements).

Once a borrower has reached the 150 percent limitation, his or her eligibility for an interest subsidy also ends for all outstanding subsidized loans that were disbursed on or after July 1, 2013. At that point, interest on those previously borrowed loans would begin to accrue and would be payable in the same manner as interest on unsubsidized loans.

Federal Direct Unsubsidized Loan

The Direct Unsubsidized Loan is an interest-accruing, fixed-rate loan available to dependent and independent students with no financial need requirement. The annual loan maximums are the same as those listed above for the Direct Subsidized Loan, except dependent students may borrow up to an additional \$2,000 each year, while independent students may borrow up to \$6,000 as a freshman and sophomore, and up to \$7,000 as a junior and senior. If the parent of a dependent student is credit-denied for a Parent PLUS Loan, the student is eligible to borrow up to the same level as an independent student.

Graduate students may borrow up to \$20,500 per year.

For both undergraduate and graduate students, repayment for this type of loan begins six months after leaving school or enrolling less than half-time, and allows for up to a maximum of 10 years to repay.

Federal Direct Parent Loans for Undergraduate Students

The Federal PLUS Loan is a non-need-based loan for the parents of undergraduate students who are enrolled as at least half-time students. Borrowers have the option of beginning repayment on the PLUS Loan either 60 days after the loan is fully disbursed, or deferring until six months after the dependent student on whose behalf the parent borrowed, is no longer enrolled on at least a half-time basis. The interest rate is a fixed percentage with a set origination fee. For current interest and origination fee rates, please visit www.lasalle.edu/parentplus/ (<http://www.lasalle.edu/parentplus/>).

La Salle Scholarships and Grants

A variety of scholarships and grants are available for La Salle students, who must be enrolled for at least 12 credits in a day program to be eligible. Among those currently available to students in good standing are:

Full-Tuition Christian Brothers Scholarships

Full-tuition Christian Brothers Scholarships are offered annually to high school seniors who have demonstrated exceptional academic aptitude and achievement and offer evidence of potential for leadership in the La Salle community. This scholarship competition is open to high school seniors who have scored approximately 1360 on the College Board Scholastic Aptitude Test (SAT) Critical Reading and Mathematics sections and who have a class rank in the top 10 or top 10 percent of their high school graduating class. A separate application for a full-tuition scholarship is required and may be obtained by contacting the Director of the Honors Program or downloaded from the Scholarship section of the Financial Aid Office Web site. The completed scholarship materials must be received by the Honors Program no later than January 15.

Founder's Scholarships

Founder's Scholarships are awarded in the memory of St. John Baptist de La Salle, the founder of the Christian Brothers, the religious order

that sponsors the University. St. La Salle's vision of teachers who would transform the lives of students and his desire to provide access to education to those who would otherwise not receive it revolutionized education. For his achievement, he was named the Patron Saint of Teachers. His work is carried on at La Salle University as well as at schools in 80 countries throughout the world.

Without neglecting the life of the mind, the traditional mission of the Lasallian School has been to help young people plan and prepare for a useful and humanly rewarding career.

The awarding of a Founder's Scholarship is based on a variety of criteria, chief of which are grade point average, strength of course schedule, and SAT scores. The scholarship is renewable for four years provided the student maintains satisfactory academic progress and full-time day status for the academic year. All students who have been accepted for admission by March 1 will be considered for the scholarship; no additional application is required.

La Salle Grants

As a reflection of its dedication to providing financial aid to students on the basis of financial need, the University has established the La Salle Grant program. Awards from this program are made to students based on their financial need as determined through completion of the FAFSA form. Awards are renewable provided the student maintains satisfactory academic progress and continues to show financial need and submits all requested documentation within deadline dates. Priority is given to full-time day students.

Athletic Grants

La Salle University offers grants to men and women excelling in athletics. Contact with the La Salle University Athletics Department is made by the student's high school coach. These grants can be maintained through the four years of study at La Salle University. No athletic grant is final until an official notification is sent from the Financial Aid Office. The awarding of an athletic grant may result in a reduction of the student's financial aid. The student will be notified in writing if such a reduction occurs.

Community Service Scholarships

Tuition scholarships are awarded to entering freshmen who have shown interest in and commitment to community service prior to their undergraduate careers, and who are willing to continue such involvement during their years at La Salle.

The grants are for \$5,000 and may be combined with a Founder's Scholarship. They are intended to free recipients from the need to seek employment during the academic year. The grants are renewable each year if the recipient maintains a 2.5 GPA and full-time day status and continues his or her involvement with community service.

The application can be downloaded from the Scholarship section of the Financial Aid Office Web site.

All completed scholarship materials must be submitted by January 15 to the Office of University Ministry and Service.

Charlotte W. Newcombe Foundation Scholarships

Charlotte W. Newcombe Foundation Scholarships are offered to women who are at least 25 years of age, who are part-time or full-time students, and who will be enrolled at La Salle for a minimum of six credits during the term in which the scholarship will be used. The student must demonstrate financial need, have a minimum cumulative GPA of 2.5, and have completed a minimum of 60 credits by the term during which

the scholarship will be used. Additional application information can be obtained from the Student Financial Services section of the La Salle Web site at www.lasalle.edu (<http://www.lasalle.edu>). The priority deadline is August 1.

Institutionally Administered Scholarships

Through the generous contributions of foundations, corporations, and individuals, La Salle students are eligible for a variety of private scholarships.

Students may apply each academic year by filling out a Common Scholarship Application, which is available via www.lasalle.edu/commonscholarship (<http://www.lasalle.edu/commonscholarship/>). Even if a student has been awarded a scholarship in the past, the student must reapply for that scholarship each academic year.

For more information and a complete listing of scholarships, please refer to the Financial Aid website (<http://www.lasalle.edu/financialaid/scholarships/>).

Graduate program scholarships and graduate assistantships may be available through individual programs. Students should contact their graduate program Director for more information.

Veteran's Benefits

Students who qualify for Veteran's benefits should email the Office of the University Registrar, regacct@lasalle.edu. Information for full-time and part-time veteran students and their dependents is also available La Salle's Military Services website (<https://www.lasalle.edu/military/>).

Policies and Progress

Satisfactory Standards of Academic Progress/All Financial Aid

In order to continue receiving federal and financial aid, a student must be maintaining satisfactory academic progress toward the completion of the program of study. The student must be moving toward the goal of graduation.

Standards of Academic Progress

In order to continue to receive federal and institutional need-based aid, the student must successfully earn 67 percent of all attempted credits, and achieve the cumulative GPA as listed below:

Required Minimum Credits Earned Cumulative GPA

Credits	GPA
1-23	1.50
24-53	1.75
54 and above	2.00
Graduate Students	2.00

For the definition of "attempted" and "earned" credits, and for the formula of the calculation of the GPA, please contact the Registrar.

Some scholarships require a higher GPA for renewal.

Maximum Time Frame

The maximum time frame for completion of the undergraduate or graduate program cannot exceed 150 percent of the published program length for a full-time student. For example, the minimum credits for an undergraduate to complete a program is 120; therefore, the student

would have a maximum time frame of 180 attempted credits to complete the program before loss of eligibility for federal and institutional aid.

Measurement of Progress

Academic progress for each student will be measured in May, or at the end of the summer session, if applicable. If a student does not meet the standards of academic progress, then that student will not be considered for federal or institutional funds. In order for the student's eligibility to be reinstated, the student's grades must meet the required levels.

Appeals of Progress

Appeals may be based on either a serious personal illness or injury, the death of a relative, or other extenuating circumstances. The student must be able to demonstrate that the illness, injury, or extenuating circumstance had a direct impact on the student's academic performance. If a student experience circumstances preventing completion of the program within the 150 percent time frame, then an appeal may be made on this basis.

All appeals for waivers of academic progress must be done in writing and be accompanied by the Financial Aid Progress Appeal form, which can be found via www.lasalle.edu/finaidforms (<https://www.lasalle.edu/finaidforms/>). Please follow the directions on this form, and submit it to the Financial Aid Office. If the Appeals Committee feels that there are mitigating circumstances that had a direct bearing on the student's academic performance, then the student can be funded during a probationary period for one semester. If a student fails to meet the standards of academic progress at the end of the probationary period, then the student becomes ineligible for federal and institutional financial aid.

The University's Academic Censure Policy and its Standards for Academic Progress for Financial Aid are two distinct policies. The University may allow a student to enroll for a semester but elect to withhold funding.

Repeat Coursework

Students are permitted to repeat a course that he/she has already passed one additional time and be eligible for financial aid. Any additional attempts of the same course will not be covered through financial aid.

If a student attempts a course for a third time, the student's enrollment minus the repeated course must be equal to at least 6 credits as a part-time student or at least 12 credits as a full-time student in order to be aid-eligible.

For example: A student enrolled in 12 credits who is attempting a 3-credit course for a third time, will continue to be charged the tuition rate for 12 credits, but will be eligible for aid only as a part-time student (12 credits – 3 credits = 9 credits).

Standards of Academic Progress For PHEAA State Grant Program

The student must successfully complete at least 24 credits of new passing coursework for every two semesters of full-time PHEAA State Grant assistance received. For part-time PHEAA State Grant recipients, the above requirement will be prorated. (A student may appeal this policy directly to PHEAA.)

Financial Aid Policies

The University reserves the right to reduce financial aid due to a change in the student's enrollment or housing status, or if a student receives

additional funding from an outside source. Financial aid may also be reduced if there has been an error in the calculation of a student's financial aid, as a result of verification, or if a student missed a deadline.

Students participating in a study abroad program are not permitted to use any institutionally-funded grants or scholarships, or athletic awards during the semester abroad. This includes, but is not limited to the Founder's Scholarship, La Salle Grant, Academic Achievement Scholarship, and Excellence in Learning Grant, as well as any endowed scholarship that is awarded by the Financial Aid Office. Study abroad scholarships are available to qualified students.

Students interested in studying abroad must make an appointment with a representative in the Financial Aid Office as soon as possible to discuss the implications studying abroad will have on their financial aid, scholarships and University billing.

If a student is doing a co-op/internship and will be enrolled in fewer than 12 credits during that semester, he/she must come to the Financial Aid Office to see how his/her financial aid may change due to differences in tuition charges and credits. If a student is enrolled in at least 12 credits during the co-op/internship semester, his/her financial aid will not change.

La Salle University reserves the right to reduce University need-based or non-need-based funding in the event an "overaward" occurs due to a change in a student's enrollment, housing, or financial situation, or if additional outside funding is made available to a student. There are five types of overawards:

1. When the total of a student's grants and scholarships exceeds the student's direct costs for tuition, room, board, and fees, La Salle University reserves the right to reduce institutional funding, either need-based or merit-based. All outside grants and scholarships will be applied first to University charges. University grants and scholarships will then be applied to subsequent University charges. The one exception to this policy is athletic aid, as the NCAA regulations take precedent.
2. If a student receives more funding than the student's federally calculated need allows, the University is required to resolve the overaward per federal and institutional policy, which prohibits a student from receiving aid in excess of need. If a student is awarded additional aid, which causes the total of all aid to exceed the federally calculated need, then there must be a reduction in the financial aid. To resolve this overaward, financial aid will be reduced in the following order: Perkins Loan, Federal Work Study, SEOG, La Salle grant, and Direct Loan.
3. If a student has been awarded one or more La Salle University merit-based scholarships and then is subsequently awarded a half-tuition or greater scholarship, then the student becomes ineligible for those La Salle University merit-based scholarships.
4. The total amount of all financial aid for a student cannot exceed that student's financial aid cost of attendance. Financial aid includes Federal PLUS loans and alternative loans.
5. If a student earns in excess of the Federal Work Study award, then La Salle University reserves the right to reduce other need-based aid.

Exception: If a student has already been awarded need-based aid and subsequently receives additional funding, such as a private scholarship, then no other aid will be reduced as long as the total of the financial aid does not exceed need.

It is the responsibility of all financial aid applicants to check their La Salle e-mail and mylasalle accounts for notices concerning financial aid deadlines, policies, procedures, and eligibility. Important information may be sent through e-mail or posted on the Web site rather than through paper correspondence.

Fund Returns

Refund of Excess Aid

Students who are credited with aid in excess of tuition and other charges after all the appropriate forms have been completed will be sent a refund.

Withdrawals and Return of Title IV Funds

If a student is a recipient of federal financial aid (Title IV funds) and withdraws from the University, then federal regulations require the University to follow a prescribed withdrawal process and stipulate the refund of funds to the federal financial aid programs.

Withdrawal Date

For a federal financial aid recipient, the withdrawal date is the date the student notifies the Dean of his or her school that he or she is withdrawing from the University. This can be done orally or in writing. The student may rescind the official notification of withdrawal. This must be done in writing.

If the student does not notify the Dean of his or her withdrawal, the date of the withdrawal becomes the midpoint of the semester or the date of the student's last attendance at a documented academically related activity.

If a student does not notify the Dean of his or her withdrawal due to circumstances beyond the student's control, the withdrawal date becomes the date related to that circumstance. Finally, if a student does not return from an approved leave of absence, the withdrawal date becomes the date the student began the leave.

Return of Title IV Funds

If a student withdraws, the student's federal financial aid will be prorated based on the number of days that the student completed in the term. This is the earned amount of federal financial aid. Once a student completes 60 percent of the term, then all federal financial aid has been earned and no refund to the programs is required. For the University policy on refund of tuition charges, see the section on Expenses. Please note that the Federal Return of Title IV Funds policy no longer stipulates how the University calculates its refund of tuition, fees, and other charges.

If a student has received disbursed aid in excess of the calculated earned aid, then funds must be returned to the federal financial aid programs in the following order: Unsubsidized Federal Direct loans, Subsidized Federal Direct loans, Perkins loans, Federal PLUS loans, Federal Pell Grant, and Federal SEOG.

A student will only be eligible for a post-withdrawal disbursement of federal financial aid if the amount of the disbursed aid is less than the amount of the earned federal financial aid.

If a student has received a cash payment due to excess of financial aid over allowable tuition, fees, and other charges and if the student subsequently withdraws from the University, then the student may be required to repay monies to the federal financial aid programs. After a student is notified that he or she owes monies to the federal financial aid programs, the student has 45 days to either repay the funds or make satisfactory payment arrangements with the Department of Education.

If the student fails to do either of the two previous options, then the University must report “overpayment” to the National Student Loan System.

If a student receives final grades for a term that are all failures, then the student must present documentation that he/she attended for that particular term. If the student fails to produce such documentation, the Department of Education requires that the University assume that the student only attended through the midpoint of the term. We are then required to perform the Title IV Refund calculation using the midpoint date as the estimated last date of attendance for that student. In these cases, we are required to return some or all of the student’s federal financial aid.

Students’ Rights and Responsibilities with Regard to Financial Aid

The following are the rights and responsibilities of students receiving federal funds.

You Have the Right to Ask a School:

- The names of its accrediting or licensing organizations.
- About its programs, about its instructional, laboratory, and other physical facilities, and about its faculty.
- About its cost of attendance and its policy on refunds to students who drop out.
- What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- What the procedures and deadlines are for submitting applications for each available financial aid program.
- What criteria it uses to select financial aid recipients and how it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal miscellaneous expenses are considered in your cost of education. It also includes how resources (such as parental contribution, other financial aid, assets, etc.) are considered in calculating your need:
- How much of your financial need, as determined by the institution, has been met and how/when you will be paid.
- To explain each type and amount of assistance in your financial aid package.
- What the interest rate is on any loan that you have, the total amount you must repay, the length of time you have to repay, when you must start repayment, and what cancellation or deferment privileges apply.
- How the school determines whether you are making satisfactory progress, and what happens if you are not.
- What special facilities and services are available to people with disabilities.
- If you are offered a federal work-study job, what kind of job it is, what hours you must work, what your duties will be, and how and when you will be paid.
- To reconsider your aid package, if you believe a mistake has been made or if your enrollment or financial circumstances have changed.

It Is Your Responsibility to:

- Review and consider all information about a school’s program before you enroll.
- Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place.

Errors can delay or prevent your receiving aid. Meet all deadlines for applying for and reapplying for aid.

- Notify your school of any information that has changed since you applied.
- Provide all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
- Read, understand, and keep copies of all forms you are asked to sign.
- Comply with the provisions of any promissory note and other agreements you sign.
- Repay any student loans you have. When you sign a promissory note, you’re agreeing to repay your loan.
- Notify your school of any change in your name, address, or attendance status (half-time, three-quarter-time, full-time, housing status). If you have a loan, you must also notify your lender of these changes.
- Complete an exit interview if you have a Federal Perkins Loan, Federal Direct Loan, or PLUS Loan.
- Perform the work agreed upon in Federal Work-Study job.
- Understand the school’s refund policy.
- Meet all financial aid deadlines.

Student Resources

La Salle prides itself on putting students first and developing community among all of its members. Some of the most important experiences students have take place outside of the classroom during unplanned hours in a variety of locales. There are resources that directly support classroom learning and groups centered on common interests or lifestyles, academics, Greek life, and sports, as well as service, travel, and internships. If an activity or service you’re seeking doesn’t exist, let us know and help us create it. After all, part of exploration is invention.

Art Museum

The mission of the La Salle University Art Museum is to further the University’s Lasallian educational objectives by helping students, other members of the University community and the general public to experience significant, original works of art in an intimate setting and to place them in meaningful contexts. In addition to acquiring, preserving and exhibiting its collections, the Museum offers viewers an opportunity to sharpen their aesthetic perception and to investigate the interrelationships which emerge between art and other disciplines. As a teaching museum, the La Salle University Art Museum complements classroom instruction and provides experiential learning opportunities for students.

Located in Hayman Hall, the La Salle University Art Museum’s core collection focuses on Western art, with a comprehensive selection of European and American art from the Renaissance to the present, featuring examples of most major art movements with a range of subject matter. This core collection includes close to 350 paintings, 65 sculptures, 500 drawings, 3,000 graphic prints, 175 photographs and a few items of furniture and decorative art. The Art Museum also owns a wide range of special collections of non-Western and ancient art. Selections from works which are not on permanent view often form the basis for temporary exhibitions, sometimes supplemented by loans from other museums. For more information visit the online collections database (<http://artcollection.lasalle.edu/?sid=530128&x=2764374>) or contact artmuseum@lasalle.edu.

Career Center

La Salle's Career Center serves **ALL students and recent graduates** (>1 year post-grad). We offer an array of services, programs, and resources to help you prepare for and achieve your career goals, whether they be graduate school, full-time employment, or long-term volunteer opportunities.

Regardless of your major or year, our staff is ready to help you plan for "life after La Salle".

The Career Center support students in the following areas:

- Career planning
- Career-readiness preparation
- Job search & search preparation
- On-campus recruiting services
- Salary negotiations & professional budgeting
- LinkedIn profile assistance
- Interview preparation
- **Student Employment Program**
- Resume & cover letter reviews
- Major exploration & Self-assessment
- Graduate school planning
- Virtual interview spaces
- Professional dress & clothing offerings to students for *free* at the **Career Closet**

Career Peer Advisors

Our Career Peer Advisors assist with professional services such as 10-15 min drop in sessions in our office, student organization programming, and general student events. As a student organization leader, you are able to create a tailored events to review any professional development topic of your choosing!

View the Career Center website (<https://www.lasalle.edu/career/>) for more information, call 215.951.1682, stop by Founders' Hall room 128, or e-mail careers@lasalle.edu (baileyn@lasalle.edu)

To access services, students may make an appointment in Handshake (<https://lasalle.joinhandshake.com/login/>) in the my.lasalle portal.

Center for Academic Achievement

The **Center for Academic Achievement**, located on the top floor of the Lawrence Building, offers a variety of resources to support the success and achievement of all students at La Salle.

All incoming first year students to La Salle are assigned their own **Student Success Coach** who supports students throughout their first year journey. Student Success Coaches help students with the following challenges in the transition to college:

- **Lack of Motivation and Focus**
- **Balancing Commitments**
- **Transition to College**
- **Connecting to Campus**
- **Time Management**
- **Resetting Expectations for the Rigor of College Learning**

- **Demystifying the need to ask for help**
- **And More**

Other services offered at the Center include content-specific **Subject Tutoring** for many undergraduate courses, **Supplemental Instruction** in select undergraduate math, science, and accounting courses, and **Writing Tutoring** for all student writing at all levels.

Additionally, **Peer Academic Coaching** appointments can help students strengthen important skills such as time management, study strategies, reading strategies, note-taking, test-taking, and organization. The Center also offers a variety of workshops on these topics and more.

To access services, students may make an appointment via **StarFish** in the mylasalle portal, or contact **Tutoring Support Services** for more information: tutoringsupport@lasalle.edu, (215) 951-1326.

The Center also coordinates the **First-Year Advising Program** and oversees the **Progress Reports/ Early Alert system**, which allows faculty to identify at-risk students in their courses and communicate concerns directly with students, adviser(s), and academic support staff. *First-year students should contact their freshman advisers and meet early and often with them.*

The **Academic Accessibility Specialist** works to help student navigate the process of applying for academic accommodations and supports students with disabilities. Students who would like to request academic accommodations must submit appropriate documentation certifying an illness or condition. Contact Kate Austin at kilmerAustin@lasalle.edu for more information.

View the Center for Academic Achievement website (<https://www.lasalle.edu/center-for-academic-achievement/>) for more detailed information about all of the services and resources offered.

The **Academic Achievement Center at Trumark** serves as a resource for student athletes. The **Academic Support for Student Athletes** office is housed in the **Academic Achievement Center at Trumark**. The primary goal of this unit is to assist student athletes in their transition to the collegiate environment and to help them better understand the academic and athletic demands they will encounter. Through educational programming, advising, counseling, and other support services, La Salle student athletes are encouraged and supported in their pursuit of personal, academic, career and athletic goals.

Center for Entrepreneurship

The La Salle Center for Entrepreneurship is leading the culture of innovation at La Salle. Because Entrepreneurship is the backbone of our economy and drives personal, national and global success, students in all majors are welcome to take advantage of an exciting array of programs including:

- **The Innovation Factory** where students are designing and building tomorrow's inventions
- **The Business Engagement Center** where students consult with small and start-up businesses to help them plan and expand
- **The Open Minds Innovation Competition** where students compete for funding to support continuing research into complex problems
- **Entrepreneurship Coursework** which enables students to use electives to take courses or minor in entrepreneurship thereby building skills and competency in business and innovation

- **Professional Mentoring** to enhance career exploration or venture development
- **Networking Events and Regional Competitions** fully supported and paid for by us!

View the La Salle University Center for Entrepreneurship website (<https://www.lasalle.edu/school-of-business/centers-and-facilities/center-for-entrepreneurship/>) for more information or contact Steve Melick at 215.951.1439 or LCE@lasalle.edu

Connelly Library and Learning Commons

The faculty and staff of the **Connelly Library & Learning Commons** promote Lasallian learning and success by collaboratively advancing information access, engagement, literacy, and creation in a sustainable manner. The library is the academic hub of La Salle University, offering traditional and innovative library services including in-person and remote Information Literacy Instruction, in-person, chat, and Zoom reference support, interlibrary loan and other services. The library also offers inviting, high-tech individual and group study spaces that are open over 90 hours a week, with extended late night hours around midterms and finals. In addition to an extensive print and electronic book collection, the library collects feature films and documentaries that support the university's academic and recreational needs. The library also provides access to almost 100 online research databases that support teaching and learning activities in every discipline.

The **Special Collections** area holds hundreds of rare and illustrated editions of the Holy Bible, archival material related to historic properties on La Salle's grounds, the largest collection in the world of literary and creative works concerning the Vietnam War, and unique academic collections exploring popular culture, including a collection on Bob Dylan. The **University Archives** serves as the official repository for University records which possess permanent historical, administrative, legal, cultural, or fiscal value, and document the history of La Salle University.

Visit the Connelly Library website (<http://library.lasalle.edu/>) to access library hours, search the library's online and print resources, contact a librarian, access 24/7 chat reference or learn more about the Connelly Library.

Canvas

Canvas is a Learning Management System that provides students with an online space to access course information, whether fully online or in the classroom.

- All courses that you are enrolled in while at La Salle University will have a corresponding online course area in Canvas.
- All instructors will use this online space to post the syllabus. In-class instructors may also use it to send messages, post online discussions, post course resources, or offer online tests/quizzes. If you do not see your registered course on your Canvas dashboard, it may not be published by the instructor. View "All Courses" in the "Courses" option in your Canvas main menu to see if it is listed and view the published status. Notify your instructor for assistance.
- Online courses run from Monday through Sunday. Time management is key to academic success in online courses. All activities, resources, meetings, assignments and grades are accessed through Canvas.
- All students have access to Zoom Conferencing and Microsoft 365.
- Join the Student Online Orientation (<https://lasalle.instructure.com/courses/14348/>) to experience the online environment in Canvas before your course begins.

- Use the Canvas Help section in your Canvas main menu to access Canvas Chat, Canvas Hotline, Canvas Guides (https://community.canvaslms.com/t5/Canvas-Guides/ct-p/canvas_guides/), Zoom Support (https://support.zoom.us/hc/en-us/?flash_digest=509405b278a69ab9f3e29796468fab8ab0acc3d9), and link to IT Helpdesk (<https://lasalle.teamdynamix.com/TDClient/2615/Portal/Home/>) to submit a ticket.
- The Student Guides and Resources (<https://lasalle.instructure.com/courses/111/>) is a La Salle student hub for self assistance in being an online student and software guides and tutorials

Learn more about Canvas online. (<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student/>)

Degree Works

Degree Works is an easy-to-use set of online academic planning tools that help students and advisers see what courses and requirements students need to graduate. The program provides an audit of your unique student record including program, major and catalog year and displays each course you have taken or transferred in and how it applies to your curriculum. It also displays credits earned, grades and GPA.

The program makes it easy to manage and track your degree progress by:

- Delivering real-time academic advice conveniently online
- Keeping degree plans consistent, organized, and error-free
- Helping students achieve their degrees more quickly
- Reducing paperwork and manual program check sheets
- Keeping students and advisers aware of unique program changes

Degree Works should be used along with faculty advising. It is not an academic transcript and not an official notification of degree completion. Students should speak with their academic adviser, department chair, or the Dean's Office regarding official degree progress.

Degree Works is available through the mylasalle portal (<https://my.lasalle.edu/>) under Tools.

For any questions, concerns, or issues regarding Degree Works, please email regacct@lasalle.edu.

Degree Works User Guides:

- Students (<https://wa3.lasalle.edu/channels/docs/get.php?id=2255>)
- Academic Advisers (<https://wa3.lasalle.edu/channels/docs/get.php?id=2254>)

International Students and Scholar Services

International students and scholars will experience American culture and share the rich aspects of their own culture with the Lasallian community. The Multicultural and International Center (<https://www.lasalle.edu/student-life/multicultural-and-international-center/international-students-and-scholars/>) will help students navigate their way through their responsibilities and opportunities in the United States.

IT Helpdesk

The La Salle University IT Helpdesk can assist students with a variety of technology issues they may encounter. You can reach the Helpdesk by calling 215.951.1860, emailing helpdesk@lasalle.edu, or by clicking

on Helpdesk from the Tools menu in the mylasalle portal (<https://my.lasalle.edu/>).

Check out the Technology at La Salle webpage (<http://www.lasalle.edu/technology/>) for more information about technology help and support.

Office of the University Registrar

As the central administrative office for student information, the Office of the University Registrar maintains La Salle's integrity by ensuring the accuracy of official student records and upholding University policy. Student services provided by this office include, but are not limited to, assistance with new freshmen registration and current student registration, major, minor, or concentration changes, address changes, name changes (<https://www.lasalle.edu/registrar/change-of-address/>), and employee partnership discounts. Students may request documents, through the Office of the University Registrar, such as academic transcripts (<http://www.lasalle.edu/registrar/transcripts/>), enrollment verification (<http://www.lasalle.edu/registrar/enrollment-verification/>), degree verification (<http://www.lasalle.edu/registrar/degree-verify/>), and student consent to release academic records form (<http://www.lasalle.edu/registrar/parental-disclosure/>).

The Office of the University Registrar is located in the Lawrence Administration Building, room 301. For more information about our services please contact regacct@lasalle.edu or visit our webpage (<http://www.lasalle.edu/registrar/>).

Starfish

The Starfish Student Success Management System is a comprehensive student success platform that is accessible through the mylasalle Portal (<https://my.lasalle.edu/>). At La Salle, Starfish is used to:

- connect students to their coordinated care network of instructors, advisers, and staff who are here to support their goals
- schedule tutoring, advising, success coaching, and other student support appointments
- alert students who are at-risk in their classes and outreach to students who need support
- send positive kudos to students who are doing well or showing improvement
- facilitate communication between instructors, students, and University staff
- analyze data to support student success

Questions on Starfish can be directed to Melissa Gallagher (hediger@lasalle.edu).

Student Affairs

Student Affairs, is the hub for all issues involving student life outside the classroom. Departments that report within the Division of Student Affairs include: **Residence Life and Community Development, Student Conduct, Campus Life (Campus Activities Center, Union, and Summer Conference Services), University Ministry, Support and Services, the Multicultural and International Center, Student Wellness Services (Student Health Center, Student Counseling Center and the Substance Abuse and Violence Education—SAVE), and La Salle Public Safety.**

View the Student Development and Campus Life website (<https://www.lasalle.edu/student-life/>) for more information or stop by Union 123 or call 215.951.1017.

Campus Life

Campus Activities at La Salle oversees more than 100 student organizations and clubs. These include academic clubs, honor societies, liturgical organizations, multicultural organizations, political organizations, performing arts, Greek Life, service organizations, student media organizations, and more! We are also responsible for **Exploriation**, our multi-day orientation program occurring the week prior to Fall classes. It consists of both educational sessions and fun social events; the week is designed to welcome new students to La Salle University by helping them prepare for college life both in and out of the classroom.

The **Multicultural and International Center**, supports students with resources that address their specific needs and raise cultural awareness on campus. The center provides a wide range of academic support and personal development services and events, such as special luncheons, reunions, and employment workshops, for students from diverse backgrounds. We offer advocacy and advisement for U.S. minority students, international students, and students interested in studying abroad.

View the Campus Activities and Exploriation website (<https://www.lasalle.edu/campus-activities/>) for more information or stop by Union 34. For more information about Campus Activities, please call 215.951.5165, or e-mail koller@lasalle.edu (kazmierc@lasalle.edu). For more information about Exploriation, please call 215.951.1370 or email spotok@lasalle.edu (kazmierc@lasalle.edu).

For more information about **Union and Conference Services or the Information Desk**, located in Union 123, call 215.951.1019, or e-mail spotok@lasalle.edu

View the Multicultural and International Center website (<https://www.lasalle.edu/student-life/multicultural-and-international-center/>) for more information or stop by 1923 Olney Ave., call 215.951.1948, or e-mail rush@lasalle.edu

Office of Student Conduct

The Office of Student Conduct is responsible for coordinating and administering the student disciplinary process at La Salle. This includes receiving reports of alleged misconduct, ensuring that students receive due process and fair treatment throughout the hearing process, and maintaining students' disciplinary records. Additionally, the Office of Student Conduct staff is committed to informing students of their rights as members of the university community and educating them regarding the responsibilities they have to themselves and the other members of the university community.

View the Student Guide website (<https://www.lasalle.edu/studentguide/>) for more information about **Student Conduct**, call 215-951-1916, or e-mail studentconduct@lasalle.edu

Public Safety Department

The La Salle University Public Safety Department operates 24 hours a day, year-round, and is committed to supporting and protecting students, faculty, staff, and visitors. Officers patrol campus by foot, bicycle, and vehicle to respond to campus crimes and emergencies and calls for service. Public Safety provides escorts, jumpstarts, unlocks, shuttle service, and offers a variety of crime awareness programs. The department works closely with the Philadelphia Police Department to coordinate police services for students living off-campus. Public Safety also maintains the Campus Emergency Management Plan, participates

in campus planning processes to optimize safety, and maintains the University's CCTV and access control systems.

In the event that a situation arises which constitutes an emergency or an immediate and ongoing threat to safety, the University utilizes the Rave emergency notification system to send out information via text messages to students, faculty, and staff. This information is also posted on the University portal in a Safety Alert. Safety Advisories are posted on the portal to provide information on reported incidents that do not rise to an immediate threat level.

Public Safety Headquarters is located in Good Shepard Hall on West Campus in the Shoppes at La Salle. Public Safety can be reached 24-hours a day via phone at 215.951.1300 or via Rave Guardian, a two-way texting application available free to students in the App Store. General questions can be submitted via email publicsafety@lasalle.edu. View the Public Safety website (<https://www.lasalle.edu/public-safety/>) for more information.

FOR EMERGENCIES, CALL 215.991.2111

Residence Life and Community Development

The Office of Residence Life and Community Development wants you to feel welcome in your home away from home, whether you are living in one of our 15 residential areas on campus, or commuting from home. Browse our site for valuable information on housing, meal plans, policies, accommodations and more, but feel free to drop us a line anytime.

View the Residence Life and Community Development website (<http://studentaffairs.lasalle.edu/livingatlasalle/>) for more information or stop by Union 205, call 215.951.1370, or e-mail housing@lasalle.edu or holmest@lasalle.edu

Student Wellness Services

Student Wellness Services at La Salle University consists of three units: the Student Counseling Center, the Student Health Center, and the Substance Abuse and Violence Education Center. Together, these three offices work to support students in their lives outside of the classroom. Through health care, counseling, crisis management, and intervention services, students receive support and guidance around alcohol and drugs, sexual violence and overall health and wellness throughout their careers at La Salle. (Residential graduate students may also use these services; non residential graduate students and part-time students may access fee for service support through the Community Center

for Psychological Services located in Benilde Tower 205 by calling 215.951.2006.)

View the Student Wellness Service website (<https://www.lasalle.edu/student-life/student-wellness-services/>) for general information and links to social media accounts where current information and events are posted regularly.

View the Student Health Center website (<https://www.lasalle.edu/student-life/student-health-center/>) for more information stop by St. Benilde Tower 1026, call 215.951.1357, or e-mail studenthealth@lasalle.edu

View the Student Counseling Center website (<https://www.lasalle.edu/student-life/student-counseling-center/>) for more information or stop by the Medical Office Building, Suite 112, call 215.951.1355, or e-mail brannan@lasalle.edu

Substance abuse support and services are available through the Student Counseling Center (<https://www.lasalle.edu/student-life/student-counseling-center/>), Medical Office Building, Suite 112, call 215.951.1355, or e-mail studentcounseling@lasalle.edu.

University Ministry, Service and Support (U-MSS)

University Ministry, Service and Support provides students with Catholic and interfaith initiatives that help promote spiritual engagement and worship, encourage reflection and dedicated service, and foster a supportive and inclusive community among students, faculty, staff, and Christian Brothers. **Campus Ministry** mentors and guides students through events and activities such as celebrations of the Eucharist, retreats, student-driven liturgies, Evensong, and more. **Civic Engagement** provides opportunities for students at all levels to experience and lead service learning and volunteer opportunities in the Philadelphia area, within the U.S. and abroad. Services within U-MSS include a food pantry, clothing resources, and other support for students in need.

View the U-MSS website (<https://www.lasalle.edu/university-ministry-service-and-support/>) for more information or stop by the lower level of College Hall, call 215.951.1048, or e-mail umas@lasalle.edu

View the Civic Engagement website (<https://www.lasalle.edu/student-life/community-service-and-trips/>) for more information or stop by the St. Neumann Annex, call 215-951-1804, or e-mail gauss01@lasalle.edu

Faculty

Faculty Name	Start Year	Rank	Department	Degree Credentials
Abbey Auxter	2022	Assistant Professor	Mathematics and Computer Science	B.S., M.S., Drexel University Ph.D., Temple University
Adrienne Pollicemi	2016	Instructor	Social Work	B.S.W., La Salle University, M.S.W., Syracuse University
Alice Hoersch	1977	Emeritus	Chemistry and Biochemistry	B.A., Bryn Mawr College M.A., Ph.D., Johns Hopkins University
Anne Walsh	1985	Emeritus	Management and Leadership	B.S.W., M.S.W., Temple University M.B.A., La Salle University D.S.W., University of Pennsylvania

Anthony Pizzo	2022	Assistant Professor	Management and Leadership	B.S., La Salle University M.B.A., St. John's University (Rome) M.S.F., Ph.D., Temple University
Anthony Smith	2012	Associate Professor	Religion and Theology	B.A., DePaul University M.A., Ph.D., University of Nottingham
April Lancit	2023	Assistant Professor	Psychology	A.A., B.A., La Saalle University M.A. Drexel University
Ashley Herr-Perrin	2023	Assistant Professor	Social Work	B.A., James Madison University M.S.W., Temple University Ed.D., Wilmington University
Barbara Allen	2002	Associate Professor	History	B.A., University of North Carolina M.A., Ph.D., Indiana University
Barbara Amster	1999	Emeritus	Communication Sciences and Disorders	B.A., Brooklyn College M.S., University of Pittsburgh Ph.D., Temple University
Brendan Young	2022	Assistant Professor	Social Work	B.S.W., La Salle University, M.S.W., D.S.W., Kutztown University
Brian Wyant	2010	Professor	Sociology and Criminal Justice	B.A., McDaniel College M.S., University of Baltimore Ph.D., Temple University
Brother Florentino Alger, F.S.C.	2022	Instructor	Chemistry and Biochemistry	B.S., The American University M.A. La Salle University Ed.D. University of Miami
Brother Gerald Fitzgerald, F.S.C.	1979	Assistant Professor	Accounting	B.S., M.B.A., La Salle University M.A., Villanova University
Brother Gerard Molyneux, F.S.C.	1973	Emeritus	Communication and Digital Arts	B.A., La Salle University M.A., University of Notre Dame Ph.D., University of Wisconsin
Brother John Crawford, F.S.C.	2008	Associate Professor	Religion and Theology	B.A., M.A., La Salle University M.Ed., Ph.D., Boston College
Brother Michael McGinniss, F.S.C.	1984	Emeritus	Religion and Theology	B.A., La Salle University M.A., Ph.D., University of Notre Dame
Bruce Leaby	1989	Emeritus	Accounting	B.S., Bloomsburg University M.S., Pennsylvania State University Ph.D., Drexel University
Bryan Narendorf	2007	Associate Professor	English	B.A., Rice University, M.F.A., Ohio State University, Ph.D., University of Missouri-Columbia
C Andrew Lafond	2012	Associate Professor	Accounting	B.S., La Salle University MBA, Drexel University Ph.D., Sarasota University
Caitlin Taylor	2012	Associate Professor	Sociology and Criminal Justice	B.A., Ursinus College M.A., Ph.D., Temple University

Cameron Wesson	2023	Professor	Sociology and Criminal Justice	B.S., B.A., Auburn University M.A., Ph.D., University of Illinois at Urbana-Champaign
Candace Robertson-James	2017	Assistant Professor	Urban Public Health and Nutrition	B.S., Villanova University M.P.H., Hahneman University DrPh., Drexel University
Carl McCarty	1970	Professor	Mathematics and Computer Science	B.A., La Salle University M.A., Ph.D., Temple University
Carol Brigham	2010	Librarian	Library	B.A., La Salle University MSLS Drexel University.
Catherine Kenney	2007	Instructor	Nursing	B.S.N., Niagra University M.S.N., University of Pennsylvania
Cesar Ruiz	2002	Professor	Communication Sciences and Disorders	B.S., M.S., M.A., St. Louis University. S.L.P.-D, Nova Southeastern University
Charles Desnoyers	1989	Emeritus	History	B.A., M.A., Villanova University Ph.D., Temple University
Charles Fornaciari	2015	Professor	Management and Leadership	B.A., St. Thomas University, Miami Florida M.B.A., Florida State University Ph.D., Florida State University
Charles Gallagher	2008	Professor	Sociology and Criminal Justice	B.S., Drexel University M. A., Ph.D., Temple University
Charles LoFaso	2022	Assistant Professor	Sociology and Criminal Justice	A.B., Indiana University M.S., Northeastern University, J.D., State University of New York Buffalo, M.S., Michigan State University M.A., Ph.D., The Ohio State University
Chris Giberson	2022	Assistant Professor	Nursing	B.S.N., M.B.A., Wilmington College M.S.N., Thomas Jefferson University Ph.D., University of Phoenix
Christina Harkins	2005	Assistant Professor	Nursing	B.S.N., Holy Family University M.S.N., University of Phoenix
Claire Busse	2001	Associate Professor	English	B.A., Wellesley College M.A., Ph.D., University of California, Santa Barbara
Cornelia Tsakiridou	1991	Professor	Philosophy	B.A., American College of Greece (Athens) M.A. (History) and M.A. (Philosophy), Temple University Ph.D., Georgetown University
Courtney Maloney	2019	Assistant Professor	Nursing	B.S.N., M.S.N., University of Pennsylvania
Craig Franson	2007	Associate Professor	English	B.A., Albertson College of Idaho M.A., Ph.D., University of Oregon

Cynthia McGovern	2007	Instructor	Nursing	B.S.N., Holy Family College M.S.N., La Salle University
Dana Bitetti	2016	Assistant Professor	Communication Sciences and Disorders	B.A., Bryn Mawr College M.A., Ph.D., Temple University
Daniel Rodriguez	2013	Professor	Urban Public Health and Nutrition	B.A., M.A., San Diego State University Ph.D., University of Maryland
David Cichowicz	1984	Emeritus	Chemistry and Biochemistry	B.S., St. Joseph's University Ph.D., Johns Hopkins University
David Falcone	1980	Associate Professor	Psychology	B.S., University of Dayton M.S., Western Illinois University Ph.D., University of Kentucky
David Rothblat	2022	Assistant Professor	Biology	B.S., Ursinus College Ph.D., Drexel University
Deborah Byrne	2018	Associate Professor	Nursing	B.S., St. Joseph's University B.S.N., M.S.N., Holy Family University Ph.D., Villanova University
Deborah Yost	1996	Emeritus	Education	B.A., Saint Joseph College M.A., Ph.D., University of Connecticut
Denise Femia	2018	Assistant Professor	Chemistry and Biochemistry	B.S., State University of New York at Geneseo Ph.D., University of Southern California
Dennis Kennedy	1973	Emeritus	Business Systems and Analytics	B.S., Pennsylvania State University M.B.A., Ph.D., Temple University
Diana Montague	2002	Associate Professor	Psychology	B.A., Rider College M.S., Ph.D., Rutgers, The State University of New Jersey
Diane Terrell	2006	Instructor	Nursing	B.S.N., Temple University M.S.N., Temple University
Donna Celano	2007	Associate Professor	Communication and Digital Arts	B.A., St. Joseph's University M.S., Drexel University Ph.D., Temple University
Eithne Bearden	1987	Emeritus	Connelly Library	B.A., Manhattan College M.A., Fordham University M.S.L.S., Pratt Institute
Elaine Zelly	2000	Associate Professor	Communication and Digital Arts	B.A., Ursinus College M.A., Ph.D., Pennsylvania State University.
Elizabeth Cooper	2008	Professor	Finance	B.S., Villanova University MBA, Ph.D., Drexel University
Elizabeth Goetter	2022	Associate Professor	Psychology	B.S., Regis University M.S., Ph.D., Drexel University
Elizabeth Paulin	1988	Associate Professor	Economics	B.S., University of Houston Ph.D., University of Texas at Austin

Evelyn Klein	2001	Professor	Communication Sciences and Disorders	B.S., Pennsylvania State University M.A., College of New Jersey Ph.D., Temple University Post-Doctoral Fellowship, Drexel University.
Evgenii Radetskii	2015	Associate Professor	Finance	B.S., University of Tennessee at Martin M.S., Ph.D., University of Memphis
Florence Ling	2018	Assistant Professor	Chemistry and Biochemistry	B.A., Dartmouth College Ph.D., Pennsylvania State University
Frances Kinder	2006	Associate Professor	Nursing	ADN, Felician College B.S.N., La Salle University M.S.N., Gwynedd-Mercy College. Ph.D., Widener University.
Francis Mallon	2015	Assistant Professor	Economics	B.S., MBA, La Salle University
Francis Ryan	1987	Emeritus	History	B.A., La Salle University M.A., Villanova University M.A., Ed.D., Temple University
Frank Mosca	1999	Associate Professor	Education	B.S. State University Of New York at Plattsburgh M.S. Ph.D. University of Wisconsin (Madison)
Gabriella DeMichele	2022	Assistant Professor	Biology	B.S., Cabrini University M.S., West Chester University Ph.D., University of the Sciences
Gail Ramshaw	1989	Emeritus	Religion and Theology	B.A. Valparaiso University M.A., Sarah Lawrence College M.Div., Union Theological Seminary Ph.D., University of Wisconsin
Gary Clabaugh	1969	Emeritus	Education	B.A., Indiana State University (Pa.) M.S., Ed.D., Temple University
Geoffrey Beatty	2018	Assistant Professor	Communication and Digital Arts	B.F.A., University of the Arts M.S., Philadelphia University
Gerald Ballough	1994	Professor	Biology	B.S., Millersville University of Pennsylvania M.S., Ph.D., Pennsylvania State University.
Geraldine O'Leary	2014	Instructor	Nursing	B.N.S., M.S.N., University of Pennsylvania
Geri Seitchik	1978	Associate Professor	Biology	B.S., Chestnut Hill College M.S., Ph.D., Medical College of Pennsylvania
Greer Richardson	1999	Professor	Education	B.A., University of Pennsylvania M.Ed., Rutgers University Ph.D., Temple University
Gregory Bruce	1981	Emeritus	Management and Leadership	B.A., St. Mary's University M.S.Ed., Eastern Illinois University M.B.A., La Salle University

Gregory Roth	2012	Associate Professor	Psychology	B.A., M.Ed., Ph.D., The Pennsylvania State University
H. David Robison	1988	Emeritus	Economics	B.S., Juniata College Ph.D., University of Maryland
Hari Chapagain	2022	Assistant Professor	Mathematics and Computer Science	B.S., Winona State University M.S., University of Minnesota Ph.D., South Dakota School of Mines Technology
Heather Krick	2020	Assistant Professor	Urban Public Health and Nutrition	B.S., DHSc, Drexel University M.S., University of Rhode Island
Henry Bart	1975	Emeritus	Chemistry and Biochemistry	B.S., State University of New York at New Paltz M.A., State University of New York at Buffalo Ph.D., University of Nebraska
Hsiao-Ping Biehl	2007	Associate Professor	Global Languages, Literatures, and Perspectives	B.A., M.A., Ph.D., Temple University
Huntington Stebbins	2011	Associate Professor	History	B.A., University of Dallas M.A., Ph.D., University of Chicago
J Manuel Gomez	2019	Associate Professor	Global Languages, Literatures, and Perspectives	B.A., M.A., Universidad de Costa Rica Ph.D., The Ohio State University
Ja'net Howard	2022	Assistant Professor	Psychology	B.S., Hobart and William Smith College M.Ed., University of Massachusetts Boston Psy.D., Illinois School of Professional Psychology/ Argosy University
Jacqueline Pastis	1996	Emeritus	Religion and Theology	B.A., University of Florida M.T.S., Emory University M.A.Ed., Washington University Ph.D., University of Pennsylvania
Jaimy Joy	2022	Assistant Professor	Biology	B.S., Pennsylvania State University Ph.D., Johns Hopkins University/National Institute on Aging
James Mancinelli	2017	Assistant Professor	Communication Sciences and Disorders	B.A., M.S., Rutgers University Ph.D., Temple University
James Smither	1992	Emeritus	Management and Leadership	B.A., La Salle University M.A., Seton Hall University M.A., Montclair State College Ph.D., Stevens Institute of Technology
James Talaga	1988	Emeritus	Marketing	B.A., University of Illinois M.A., Northern Illinois University M.B.A., Ph.D., Temple University
Janet Ambrose	1991	Professor	Finance	B.S., Miami University M.A., Ph.D., University of Pennsylvania

Janet Fierson	2011	Associate Professor	Mathematics and Computer Science	B.A., Providence College Ph.D., State University of New York at Stony Brook
Janine Mariscotti	1989	Emeritus	Social Work	B.A., La Salle University M.S.W., Rutgers University
Jazrael Turner	2022	Assistant Professor	Psychology	B.A., Temple University M.A., La Salle University
Jeannine Uribe	2014	Associate Professor	Nursing	B.S.N., Purdue University M.S.N., La Salle University Ph.D., University of Pennsylvania.
Jeffrey Roman	2019	Assistant Professor	Finance	B.B.A., Howard University M.B.A., Rutgers University Ed.D., Drexel University
Jessara Bowenschulte	2022	Assistant Professor	Psychology	B.S., Missouri State University M.A., The School of Professional Psychology at Forest Institute Psy.D., William James College
Jesse Wool	2021	Assistant Professor	Nursing	B.S.N., University of Pittsburgh M.S., Ph.D., University of Pennsylvania
John Hymers	2008	Associate Professor	Philosophy	B.A., University of Waterloo B.A., M.A., Ph.D., Katholieke Universiteit Leuven
John Rossi	1962	Emeritus	History	B.A., La Salle University M.A., University of Notre Dame Ph.D., University of Pennsylvania
John Taylor	2021	Assistant Professor	Urban Public Health and Nutrition	B.A., Fayetteville State University M.A.C.C., Gordon Conwell Theological Seminary M.Ed., Ph.D., Widener University
John Zook	1979	Emeritus	Accounting	B.S., St. Joseph's University M.B.A., Drexel University
Jonathan Knappenberger	2000	Associate Professor	Mathematics and Computer Science	B.A., M.A., Ph.D., Temple University
Jordan Copeland	2007	Associate Professor	Religion and Theology	B.A., Northwest University Ph.D., The University of Iowa
Joseph Seltzer	1976	Emeritus	Management and Leadership	B.S., Carnegie-Mellon University Ph.D., University of Pittsburgh
Joseph Volpe	1989	Emeritus	Philosophy	B.A., University of Washington Ph.D., University of Pennsylvania
Joseph Waldron	2019	Instructor	Mathematics and Computer Science	B.A., La Salle University M.S., Villanova University

Joshua Buch	1971	Emeritus	Finance	B.S., Hebrew University of Jerusalem M.B.A., Temple University Ph.D., University of Pennsylvania
Julie Hill	2018	Assistant Professor	Psychology	B.A., McDaniel College M.S., Ph.D., University of Florida
Julie Regan	2013	Assistant Professor	Religion and Theology	A.B., M.F.A., Brown University M.T.S., A.M., Ph.D., Harvard University
Karen Reardon	2012	Associate Professor	Management and Leadership	B.A., University of Pennsylvania J.D., Vanderbilt University School of Law Ph.D., University of Michigan
Kathleen Bogle	2007	Associate Professor	Sociology and Criminal Justice	B.S., M.S., St. Joseph's University Ph.D., University of Delaware
Kathleen Czekanski	2008	Professor	Nursing	B.S.N., Villanova University M.S.N., College of New Jersey Ph.D., Duquesne University
Kathleen Monforto	2018	Assistant Professor	Nursing	B.S.N., M.S.N., Georgetown University Ph.D., Villanova University
Kathleen Neumeister	2007	Instructor	Nursing	B.S.N., Holy Family College M.S.N., La Salle University
Kathryn Blohm	2021	Instructor	Marketing	B.A., Pennsylvania State University M.B.A., La Salle University
Kathryn Szabat	1981	Emeritus	Business Systems and Analytics	B.S., State University of New York at Albany M.S., Ph.D., University of Pennsylvania
Katie Dunleavy	2007	Associate Professor	Communication and Digital Arts	B.A., West Virginia Wesleyan College M.A., Ph.D., West Virginia University
Keisha Hook	2023	Assistant Professor	Social Work	B.S.W., M.S.W., Temple University M.S., Boston University
Kelly Daily	2014	Associate Professor	Communication and Digital Arts	B.A., Pennsylvania State University M.A., Villanova University
Kevin Grauke	2004	Associate Professor	English	B.A., University of Texas at Austin M.F.A., Texas State University-San Marcos Ph.D., State University of New York at Buffalo
Kevin Harty	1982	Professor	English	B.A., Marquette University M.A., Ph.D., University of Pennsylvania.
Kimberly Lewinski	2010	Associate Professor	Education	B.A., Catholic University of America M.Ed., Ph.D., University of Virginia

Kristen Overbaugh	2018	Assistant Professor	Nursing	B.S.N., Pennsylvania State University M.S.N., University of Texas at San Antonio Ph.D., University of New Mexico
Kristin Wentzel	2000	Associate Professor	Accounting	B.A., La Salle University M.B.A., Villanova University Ph.D., Temple University
Laura Frank	2015	Professor	Urban Public Health and Nutrition	B.S., Public Health M.P.H., University of California, Los Angeles M.Ed., Ph.D., Temple University
Laura Grande	2011	Assistant Professor	Chemistry and Biochemistry	B.A., La Salle University, M.S., University of Notre Dame
Laura Roy	2017	Associate Professor	Education	B.A., M.A., Ph.D., University of Texas at San Antonio
Laurel Byrne	2014	Professor	Education	B.A., The College of New Jersey M.A., Richard Stockton College of New Jersey Ed.D., Widener University
Laurie Colborn	2021	Assistant Professor	Nursing	B.S.N., Saint Joseph College M.S.N., Holy Family University Ed.D., Rowan University
LeeAnn Cardaciotto	2007	Professor	Psychology	B.A., Franklin Marshall College M.A., MCP Hanemann University Ph.D., Drexel University
Leo Rudnytzky	1964	Emeritus	Global Languages, Literatures, and Perspectives	B.A., La Salle University M.A., University of Pennsylvania Ph.D., Ukrainian Free University, Munich D. Habil., St. Clement Pope Ukrainian Catholic University, Rome L.H.D., Holy Family College
Lester Barenbaum	1976	Emeritus	Finance	B.B.A., City University of New York M.A., Ph.D., Rutgers University
Ling Liang	2001	Associate Professor	Education	B.S., Nanjing Normal University M.S., Ph.D., Indiana University at Bloomington
Lisa Alberts	2019	Assistant Professor	Nursing	B.S.N., Duke University M.S.N., D.N.P., La Salle University P.M.H.N.P., Drexel University
Lisa Jarvinen	2007	Professor	History	B.A., University of Michigan M.A., New York University Ph.D., Syracuse University

Luisa Ossa	2002	Professor	Global Languages, Literatures, and Perspectives	B.A., University of Notre Dame M.A., Ohio State University Ph.D., Temple University
Lynn Collins	1998	Professor	Psychology	B.S., Duke University M.A., Ph.D., Ohio State University
Lynn Miller	1981	Emeritus	Management and Leadership	B.A., Slippery Rock University M.A., Ph.D., Northern Illinois University
Lynne Texter	1989	Emeritus	Communication and Digital Arts	B.S., Ithaca College M.A., Syracuse University Ph.D., State University of New York at Buffalo
Madjid Tavana	1984	Professor	Business Systems and Analytics	B.S., Tehran Business College M.B.A., La Salle University P.M.I.S., Drexel University Ph.D., American University in London
Marco Cerocchi	2007	Associate Professor	Global Languages, Literatures, and Perspectives	M.A., Florida State University Ph.D., Rutgers University
Margaret McCoey	1998	Assistant Professor	Mathematics and Computer Science	B.A., La Salle University M.S., Villanova University
Margaret McGuinness	2006	Emeritus	Religion and Theology	A.B., M.T.S., Boston University M.Phil., Ph.D., Union Theological Seminary
Marianne Dainton	1996	Emeritus	Communication and Digital Arts	B.A., Villanova University M.A., Ph.D., Ohio State University
Marianne Gauss	1987	Emeritus	Management and Leadership	B.A., M.B.A., La Salle University
Mark Lashley	2013	Assistant Professor	Communication and Digital Arts	B.A., University of Scranton M.A., Ph.D., University of Georgia
Mark Thomas	2021	Assistant Professor	Political Science	B.A., La Salle University M.A., Ph.D., University of Notre Dame M.B.A., American Graduate School of International Management
Mary Ellen McMonigle	1998	Associate Professor	Psychology	B.A., La Salle University M.A., Ph.D., Temple University
Mary Jeanne Welsh	1991	Emeritus	Accounting	B.A., M.L.S., Ph.D., Louisiana State University M.B.A., University of New Orleans
Mary Palovcak	2020	Assistant Professor	Nursing	B.S.N., Excelsior College M.S.N., University of Phoenix D.N.P., Wilkes University
Mary Wilby	2003	Emeritus	Nursing	B.S.N., M.S.N., La Salle University, Ph.D., The Union Institute and University
Mary Williams	2011	Professor	Education	B.S., M.S., State University of New York Plattsburgh Ed.D., Boston University

Maureen Costello-Yacono	2010	Assistant Professor	Communication Sciences and Disorders	B.S., Duquesne University M.S., La Salle University Ph.D., Seton Hall University
Maureen Donohue-Smith	2014	Associate Professor	Nursing	B.S.N., University of Pennsylvania M.S.N., University of Colorado Ph.D., Cornell University
Maureen O'Connell	2013	Professor	Religion and Theology	B.A., Saint Joseph's University Ph.D., Boston College
Maureen Szulewski	2014	Assistant Professor	Nursing	B.S.N., Richard Stockton State College M.S.N., Widener University
Meghan Pierce	2014	Associate Professor	Marketing	B.A., B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University
Meredith Kneavel	2017	Professor	Urban Public Health and Nutrition	B.A., Loyola University Ph.D., City University of New York
Mey-Yen Moriuchi	2013	Associate Professor	Art	B.A., University of Pennsylvania M.A., Ph.D., Bryn Mawr College
Michael DiPietro	2014	Assistant Professor	Marketing	B.A., Rutgers University M.S., University of Pennsylvania M.B.A., La Salle University
Michael Prushan	2003	Emeritus	Chemistry and Biochemistry	B.A., La Salle University M.S., Ph.D., Drexel University
Michael Redmond	1999	Associate Professor	Mathematics and Computer Science	B.S., Duke University M.S., Ph.D., Georgia Institute of Technology
Michael Smith	1993	Associate Professor	Communication and Digital Arts	B.A.A., M.S.A., M.A., Central Michigan University Ph.D., Purdue University
Miguel Glatzer	2010	Professor	Political Science	B.A., University of Chicago Ph.D., Harvard University
Mindy Tait	2015	Associate Professor	Nursing	B.S.N., Lakeview College of Nursing M.S., Indiana State University M.B.A., La Salle University Ph.D., Capella University
Myungho Moon	2005	Associate Professor	Psychology	B.A., M.A., Yonsei University Ph.D., The University of Akron
Nancy Franke	2023	Assistant Professor	Social Work	B.A., Gettysburg College M.S.W., University of Pennsylvania Ph.D., University of Maryland Baltimore
Nancy Jones	1986	Emeritus	Integrated Science, Business, and Technology	B.S., University of Rochester Ph.D., Northwestern University
Nataliya Zelikovsky	2009	Professor	Psychology	B.A., State University of New York, Binghamton M.S., Ph.D., Ohio University

Nilofar Varzgani	2018	Assistant Professor	Business Systems and Analytics	B.B.A., Institute of Business Administration Ph.D., Rutgers Business School
Norbert Belzer	1969	Emeritus	Biology	B.A., La Salle University M.A., University of South Dakota Ph.D., Washington State University
Patricia DiGiacomo	2019	Assistant Professor	Nursing	B.S.N., University of Delaware M.S.N., Ed.D., Temple University
Patricia Dillon	2010	Professor	Nursing	A.S.N., B.S.N., Gwynedd-Mercy College M.S.N., University of Pennsylvania D.N.Sc., Ph.D., Widener University
Patricia Haberstroh	1976	Emeritus	Art	B.A., Cabrini College M.A., Villanova University Ph.D., Bryn Mawr College
Patrick Coyle	2019	Assistant Professor	Management and Leadership	B.S., M.B.A., Rowan University Ph.D., Virginia Tech
Paul Brazina	1974	Emeritus	Accounting	B.S., M.B.A., Pennsylvania State University
Phyllis Betz	2002	Emeritus	English	B.A., M.A., St. Joseph's University M.A., University of Maine Ph.D., University of Maryland
Pingjun Jiang	2003	Professor	Marketing	B.E., Engineering, Harbin Institute of Technology, China M.B.A., Zhongshan University, China Ph.D., Southern Illinois University
Preston Feden	1973	Emeritus	Education	A.B., Franklin and Marshall College Ed.M., Ed.D., Temple University
Rachel McCabe	2019	Assistant Professor	English	B.A., Siena College M.A., State University of New York at Buffalo Ph.D., Indiana University
Rachel Spoon	2023	Assistant Professor	Nursing	B.A., Temple University B.S.N., M.S.N., D.N.P., La Salle University
Ramon Laboy, III	2022	Instructor	Social Work	B.S., Iona College M.S.W., Southern Connecticut State University
Randy Fingerhut	2003	Professor	Psychology	B.A., Emory University M.S., Ph.D., University of Miami
Richard Charette, II	2022	Associate Professor	Psychology	B.S., Pennsylvania State University M.S., Ph.D., Duquesne University

Richard DiDio	1979	Associate Professor	Mathematics and Computer Science	B.A., La Salle University Ph.D., University of Pennsylvania
Richard Mshomba	1991	Emeritus	Economics	B.A., La Salle University M.S., University of Delaware Ph.D., University of Illinois
Richard Powers	2021	Assistant Professor	Business Systems and Analytics	B.S., La Salle University M.S., M.B.A., Villanova University
Rita Dynan	2005	Assistant Professor	Marketing	B.B.A., University of Pennsylvania M.B.A., La Salle University
Rita Laske	2013	Associate Professor	Nursing	B.S.N., Virginia Commonwealth University M.S.N., The Catholic University of America Ed.D., University of Delaware
Robert Dobie	2002	Professor	Philosophy	B.A., Holy Cross College M.A., Columbia University Ph.D., Fordham University
Robert Vogel	1981	Emeritus	Education	B.S., Philadelphia College of Textiles Ed.D., Temple University
Robin Danowski	2016	Assistant Professor	Urban Public Health and Nutrition	B.S., East Carolina University M.S. Old Dominion University
Rosemary Barbera	2014	Associate Professor	Social Work	B.A., M.A., La Salle University M.S.S., Ph.D., Bryn Mawr College
Ryan Husak	2018	Assistant Professor	Communication Sciences and Disorders	B.A., Middle Tennessee State University M.S., Ph.D., University of Kentucky
S Joel Garver	2002	Assistant Professor	Philosophy	B.A., University of Pennsylvania Ph.D., Syracuse University.
Sarah Barnes	2021	Assistant Professor	Urban Public Health and Nutrition	B.S., West Virginia University M.S., University of Delaware
Sean McClory	2018	Assistant Professor	Integrated Science, Business, and Technology	B.S., Ph.D., The Ohio State University
Sharon Lee Armstrong	1998	Associate Professor	Psychology	B.A., Ph.D., University of Delaware
Sheldon Zink	2016	Assistant Professor	Sociology and Criminal Justice	B.S., West Chester University M.A., Ph.D., Temple University
Sheryl Panka-Bryman	2011	Librarian	Library	B.A., University of Albany, M.S.L.S., Drexel University
Shivanthi Anandan	2022	Associate Professor	Biology	B.Sc., University of Peradeniya Ph.D., University of California, Los Angeles
Sidney MacLeod	1959	Emeritus	Communication and Digital Arts	B.S.S., St. Mary's College, Minn. M.F.A., Catholic University
Siobhan Conaty	2002	Associate Professor	Art	B.A., Catholic University M.A., State University of New York at Stony Brook Ph.D., Case Western Reserve University

Stefan Samulewicz	2002	Associate Professor	Biology	B.S., Villanova University Ph.D., University of Delaware
Stephanie Blumenfeld	2014	Instructor	Nursing	B.S.N., Temple University
Stephen Andrilli	1980	Emeritus	Mathematics and Computer Science	B.A., La Salle University M.A., Ph.D., Rutgers University
Stephen Jiwanmall	2022	Assistant Professor	Communication and Digital Arts	B.A., La Salle University M.S., Columbia University
Steven Meisel	1981	Emeritus	Management and Leadership	B.A., West Chester University M.Ed., Ph.D., Temple University
Stuart Leibiger	1997	Professor	History	B.A., University of Virginia M.A., Ph.D., University of North Carolina at Chapel Hill
Susan Borkowski	1989	Professor	Accounting	B.S., St. Peter's College B.S., Rutgers University M.B.A., University of Maryland Ph.D., Temple University
Susan Dixon	2012	Emeritus	Art	B.S., Temple University Ph.D., Cornell University
Swee-Lim Chia	2004	Associate Professor	Marketing	B.B.A., M.B.A., Baruch College Ph.D., City University of New York
Tali Brodetzki	2022	Assistant Professor	Integrated Science, Business, and Technology	B.Sc.Arg, The Hebrew University of Jerusalem M.Sc., Ph.D., Tel-Aviv University
Thomas Adams	2019	Assistant Professor	Accounting	B.S., La Salle University Ph.D., Temple University
Thomas Blum	1998	Associate Professor	Mathematics and Computer Science	B.A., La Salle University Ph.D., University of Rochester
Thomas Keagy	2003	Emeritus	Mathematics and Computer Science	B.S., Texas Lutheran University M.S., Ph.D., University of North Texas
Timothy Highley, Jr.	2005	Associate Professor	Mathematics and Computer Science	B.S., University of Dayton M.C.S, Ph.D., University of Virginia.
Trent McLaurin	2019	Assistant Professor	Education	B.A., Ph.D. George Mason University M.A., The George Washington University
Victoria Ketz	2015	Professor	Global Languages, Literatures, and Perspectives	B.S., M.A., Ohio State University M. Phil., Ph.D., Columbia University.
Vincent Kling	1980	Professor	Global Languages, Literatures, and Perspectives	B.A., La Salle University M.A., University of Pennsylvania Ph.D., Temple University
Walter Schubert	1980	Professor	Finance	B.A., M.A., Ph.D., Rutgers University
Whitney Howell	2014	Associate Professor	Philosophy	B.A., Rhodes College Ph.D., Stony Brook University

William Price	1985	Emeritus	Chemistry and Biochemistry	B.A., The College of Wooster Ph.D., University of Maryland
William Van Buskirk	1987	Emeritus	Management and Leadership	B.A., La Salle University M.A., Cleveland State University Ph.D., Case Western Reserve University
Yang Wang	2013	Associate Professor	Mathematics and Computer Science	B.E., Anhui Teacher's University M.E., Beijing University of Posts and Telecommunications M.S., Ph.D., Georgia State University
Yuehen Yin	2022	Assistant Professor	Mathematics and Computer Science	B.S., M.S., D.Sc., Towson University
Yusuf Ugras	1986	Associate Professor	Accounting	B.S., M.B.A., Fairleigh Dickinson University Ph.D., Temple University
Zane Robinson Wolf	1980	Emeritus	Nursing	Diploma, Germantown Hospital School of Nursing B.S.N., University of Pennsylvania M.S.N., Boston College Ph.D., University of Pennsylvania
Zeb Kramer	2015	Associate Professor	Chemistry and Biochemistry	BB.S., Washburn University Ph.D., University of Colorado
Zhifang Li	2022	Assistant Professor	Communication and Digital Arts	B.A., City University of New York M.F.A., California Institute of the Arts

Overview and Mission

History of Graduate 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 Commonwealth of Pennsylvania in 1984, the graduate programs have grown in diversity. In 1998, La Salle introduced its first doctoral program—a Psy.D. in Clinical Psychology. The University now offers a variety of doctoral, master's and graduate certificate programs in face-to-face, hybrid, and online formats for the convenience of its students.

Graduate Studies Mission Statement

As a Catholic institution in the Lasallian tradition, our graduate programs educate students with theoretical and practical knowledge. These programs enhance the students' depth of knowledge in their discipline, develop professional competencies, prepare them for career growth, and foster an appreciation of lifelong learning. The faculty and staff engage in mentoring relationships with the students, and in modeling and encouraging excellence as scholars and practitioners. Enriched by personal attention, collaborative practice, and sound ethical principles, our students are prepared to make a significant contribution to global welfare.

Standards for Graduate Studies

Graduate education is not wholly distinct from undergraduate education, because 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 are more practice oriented. However, all graduate programs require the development of sophisticated and complex skills in students, and are also more demanding than seminars or sessions for which graduate credit is not conferred. In general, they place more emphasis 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;
- Engage in higher-order intellectual ability by applying, analyzing, synthesizing, and evaluating concepts;
- Understand both historical and current issues and approaches to their discipline;
- Demonstrate mastery of the body of knowledge, theories, and skills necessary to function as a professional in their discipline;
- Apply ethical, discipline-based and professional standards;
- Identify and use primary sources of information appropriate to their discipline;
- Participate in the creation of knowledge to advance theory and practice in their discipline for those students involved in doctoral studies;

- Work independently and collaboratively with faculty and/or other students;
- Evidence proficiency in oral and written communication skill;
- Contribute substantially to courses through rigorous assessments of learning goals.

Academics: Requirements, Expectations, and Policies

Academic Policy and 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 suspension and dismissal. The Student Guide to Resources, Rights, and Responsibilities (<https://www.lasalle.edu/studentguide/>) delineates these responsibilities and is available on the University's web site. All students are expected to follow the policies contained in the guide.

Students are expected to pursue their studies adhering to the basic principles of academic honesty. The University's Academic Integrity Policy (<https://www.lasalle.edu/studentguide/>), which defines academic honesty and the consequences for academic dishonesty, is available on the University's web site. Students who are guilty of academic dishonesty may be dismissed from their graduate program.

Additional program-specific guidelines for monitoring students' academic progress, standing, and grades are detailed in the section for each program or in the program's student handbook. Students are expected to understand and adhere to the individual program standards and handbook policies, as they are amended, and should recognize that these individual program standards may be more specific or rigorous than the overarching university standards.

Students may be expected to undertake research projects as part of their curriculum. Research projects that use human subjects must be approved by the Institutional Research Board.

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 (<https://www.lasalle.edu/studentguide/>), and in the student handbooks of individual graduate programs. Copies of the handbooks can be obtained from the directors of the programs.

Student Rights and Grievances

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

- 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.
- 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.
- 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.
- 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.
- 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:
 - The student must initiate the complaint procedure with the instructor before or within the first two weeks of the next regular semester.
 - 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.
 - If dissatisfied with the explanation that has been given, the student may appeal to the director of the appropriate program.
 - The student has a further appeal to the appropriate dean, who will:
 - 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.
 - Advise and assist the student in a further attempt to resolve the problem at the personal level.
- If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal:
 - 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.
 - 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.
 - 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.
- 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.

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

Registration

During announced registration periods published on the academic calendar, students should contact their Academic Adviser to create a roster of courses for the upcoming semester. The student may register for courses via the mylasalle portal, through their Graduate Director, or in person during the times specified by the Office of the University Registrar.

- Students enrolled in Ten through Full Fifteen Week Terms may register through the first full week of classes. A week shall be defined as the period of seven consecutive days; beginning with the official start date of the semester, not the first meeting day of a class or first day of attendance.
- Students enrolled in Five through Nine Week Terms may register up to and including the second day of the semester, not the second meeting day of a class or second day of attendance.¹
- Students enrolled in One through Four Week Terms (includes Intersession) may register up to and including the first day of the semester. The first day of the semester is defined as the official start date of the semester, not the first meeting day of a class or first day of attendance.

A course that is dropped during the registration period will no longer appear on the student's academic record. After the registration period is over, students may withdraw from a course on or before the withdrawal deadline. Refer to the section titled "Course Withdrawal."

1

Students enrolled in the MBA ONLINE program may register up to and including the third business day prior to the official start date of the session in which they wish to register. Students may drop a course by the second day of the session in which they are registered, not the second meeting day of a class or second day of attendance.

Grades and Grading

Grading Scale

The coursework of graduate students is evaluated and graded throughout the semester by the Instructor. The final course grade is determined as outlined on the course syllabus and submitted to the Registrar for recording at the end of each semester. Students may view all their grades through the mylasalle portal (<https://my.lasalle.edu/>).

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

Grade	Points	Description
A	4.00	Superior level of competency
A-	3.67	Very good level of competency
B+	3.33	Good level of competency

B	3.00	Average, satisfactory level of competency
B-	2.67	Less than average level of competency
C	2.00	Level of competence below that expected of graduate work
F	0.00	Failure
I		Incomplete
M		Military Leave of Absence
S		Satisfactory
U		Unsatisfactory
W		Withdrawal
X		Audit (No Credit)

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

Incomplete

An Incomplete grade ("I") is a provisional grade given by an instructor to a student who has otherwise maintained throughout the semester a passing grade in the course, but who has failed to take the semester examination or complete the final project for reasons beyond their control. "I" grades are not granted to students automatically. Rather, the submission of an "I" grade is at the discretion of the course instructor to whom the student must make the request for an "I" grade.

A student who receives a grade of "I" for a course must complete the remaining work within the timeframe of the next semester immediately following that in which the "I" was submitted (regardless of whether the student is enrolled in course work or not during that subsequent semester). The instructor sets a time limit for completing the work no later than the last day of final examinations of the following semester.

If the work is not completed successfully within that time, the "I" will remain on the transcript permanently. The student must re-register for the course, and complete the course with a satisfactory grade to receive credit for the course. When it is impossible for the student to remove this grade within the time limit, the student must obtain a written extension of time from their program director, as well as the Dean of their school.

Audit

Students wishing to take a course for no credit may do so by indicating auditing a course. Auditors are students who enroll in a course for which they will not receive a letter grade or credit. Auditors will be admitted to courses only when there are spaces available and the extent of their participation will be agreed upon between the students and their instructors. (Studio art courses, hybrid or 100% online courses may not be audited.)

After obtaining permission from the course instructor and the Program Director, a student wishing to audit a course may sign up in the appropriate Dean's Office before the first day of class.

No audit condition of course registration may be changed after the end of the established add-drop period. Audited courses are posted on the academic record with the grade notation of "X" with no academic credit awarded. Audited courses do count towards a student's billable hours for the semester.

Course Repeat

If a student repeats a course, only the higher grade is counted toward graduation requirements and in the calculation of the GPA. Both courses will remain visible on the transcript. A student who wishes to repeat a course should consult with their academic adviser prior to registering for the course.

Appeal of Final Grades

If a student believes that his or her final grade was based on an arbitrary or capricious action or some other inappropriate criteria not linked to academic performance the student must follow the procedures fully described in the Grade Appeal Policy found on the University Policy Register in the portal: <https://my.lasalle.edu/>.

A student initiates a grade appeal by using the Grade Appeal Form found on the portal (<https://wa3.lasalle.edu/channels/docs/get.php?id=1767>). Grade appeals apply only to consequential or summative grades, such as the final grade, and not to grades for small assignments, such as a quiz or short paper. A grade can only be changed if it is found to be arbitrary or capricious, or based on inappropriate criteria not linked to academic performance.

The student must follow the procedure described in the policy to appeal the grade.

The University presumes that assigned grades are based on performance and are authoritative. The student bears the burden of proof during the appeal and must show the grade was arbitrary, capricious, or based on inappropriate criteria.

Provisions for Temporary Alternate Grades in the Event of Significant Disruption

When a Significant Disruption is declared the Provost, in consultation with key stakeholders, may authorize the use of the temporary alternate grades, as defined below, and establish the conditions for their use. The use of temporary alternative grades is reserved for situations in which the performance of a student is substantively impacted by a period of Significant Disruption. When a Significant Disruption is declared, instructors submit standard grades and students are given the opportunity to request their standard grade be converted to the appropriate alternative grade.

Graduate/Doctoral

- **S Satisfactory** – performance at the levels of A, A-, B+, B, or B-, and full course credit is earned.
- **P Pass** – performance at the level of C. Pass grade will earn full course credit but might not fulfill prerequisite requirement and student may be required to repeat the course.
- **U Unsatisfactory** – performance at the level of F and no course credit is earned.

The transcript of a student's record should contain a description of any Significant Disruption of the Institute's academic activities that occur during the student's enrollment. The S/P/U grades will not be included in calculations of grade point average.

Academic Censure

Academic censure may be specific to individual program requirements. A student who receives a grade of "C" in two or more courses or a grade of "F" in one course may be dismissed from the program. A student who receives a grade of "B-" or below may be required to repeat the course,

according to the specific program's policy and with written approval of the director. If a course is repeated, the course with the higher grade is calculated in the GPA and the course with the lower grade is excluded from the GPA. All repeated courses are viewable on the transcript.

Academic Standing

Every student in La Salle University's graduate programs is required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). A student whose academic performance falls below this standard is subject to academic review by the director of the appropriate graduate program, and may be required to withdraw from the program as specified by the individual program's assessment guidelines. 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, and regardless of the number of credits earned. A student admitted on a conditional basis who has a cumulative grade point average of less than 3.0 upon the completion of six credits may be required to withdraw from the program as specified by the individual program's assessment guidelines.

Students with a G.P.A. below 3.0 should consult with their graduate director and/or academic advisor to ascertain any potential actions to improve academic success within 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 appeal must be made in writing to the program director. The appeal should detail the following:

- the events that contributed to the poor academic performance, and;
- an outline of the specific actions the student will take to a remedy for the poor academic performance.

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

The academic officer in charge of the program, in consultation with the academic review committee of the program, makes a recommendation to the Dean. The Dean considers both the student's request and the recommendation of the program director. The Dean sends a letter by certified mail to the student with a copy to the program director that states the decision. If the request is approved, the letter from the Dean must include the stipulations to be satisfied by the student.

Note that neither the process of submitting this appeal nor any particular argument made in the appeal guarantees reinstatement.

A student who is required to withdraw for Academic Dishonesty may appeal that decision, using the procedure outlined in the University's Academic Integrity Policy. Please see the above section "Academic Policy."

A student who is required to withdraw for professional reasons, such as unprofessional behavior or dismissal from a clinical site, may not appeal the dismissal.

Withdrawal

It is the student's responsibility to notify the University in the event that they need to withdraw from a course(s) or withdraw from the University entirely.

Withdrawal From Course(s)

Students who choose to withdraw from a course(s) prior to its completion must:

- Complete a Course Withdrawal eForm (<https://lasallecentral.etrive.cloud/#/form/14>) on or before the "Last day for withdrawal from classes," published in the Academic Calendar (<http://www.lasalle.edu/academic-calendar/>). After this date, grades will be assigned that reflect the result of the student's course attendance and performance.
- Have their Course Withdrawal eForm approved by their Program Director.
- Contact the offices of Financial Aid and Student Accounts Receivable to determine whether an outstanding balance is due, to inquire about the financial implications of withdrawal, and to make arrangements to meet financial obligations.

Additionally:

- International students should contact one of the International Education Associates in the Multicultural and International Center.
- Students receiving benefits from the Veterans Administration (VA) who do not meet the University's satisfactory academic progress will be withdrawn and the VA will be notified immediately. Students receiving Veteran's benefits should consult their Veteran's Benefits Certifying Official to understand how this change in their enrollment status may affect their future aid.

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

Ceasing to attend a class does not constitute a withdrawal; students must officially withdraw by completing a Course Withdrawal eForm (<https://lasallecentral.etrive.cloud/#/form/14>). Ceasing to attend without officially withdrawing will result in the student receiving a grade for the course, possibly a failing grade. **A "W" designation will only be assigned upon official withdrawal from a course.**

Withdrawal From the University

Students who choose to withdraw from the University must:

1. Complete the Withdrawal from the University eForm (<https://lasallecentral.etrive.cloud/#/form/2>). Students must withdraw on or before the "Last day for withdrawal from classes," published in the Academic Calendar (<http://www.lasalle.edu/academic-calendar/>). After this date, grades will be assigned that reflect the result of entire semester's attendance and performance in each course.
2. Receive approval through the eForm from their Program Director. Athletes must also receive approval through the Withdrawal from the University eForm from the Director of Academic Support for Athletes.
3. Contact the offices of Financial Aid and Student Accounts Receivable to determine whether an outstanding balance is due, to inquire about the financial implications of withdrawal, and to make arrangements to meet financial obligations.
4. Contact the Housing Services Coordinator and Food Services, if living on campus or having a meal plan.

Additionally:

- International students should contact one of the International Education Associates at the Multicultural and International Center

- Students receiving Veteran's benefits should consult their Veteran's Benefits Certifying Official to understand how this change in their enrollment status may affect their future aid.

Please be advised that the date of filing the Withdrawal from the University form is considered as the date of withdrawal from the class(es) and the University.

Ceasing to attend classes does not constitute a withdrawal from the University; students must officially withdraw by filling out the Withdrawal from the University eForm (<https://lasallecentral.etrieve.cloud/#/form/2>). Ceasing to attend without officially withdrawing will result in the student receiving grades for all coursework, possibly failing grades. **A "W" designation will only be assigned to coursework upon official withdrawal from the University.**

Leaves of Absence

Non-Academic Leave of Absence Policy

1. Purpose/Policy Statement

- a. A Leave of Absence (LOA) is a process that allows a student to temporarily leave the University, with the intention of returning. Students approved for an LOA retain their matriculated status at La Salle, and upon return, can complete all curriculum and program requirements that were in place at the time of the LOA. Academic suspension or disciplinary suspensions override an LOA.

2. Definitions

a. Immediate Non-Academic Leave of Absence:

An Immediate Non-Academic LOA is reserved for students who experience a personal, medical or other significant situation that requires an immediate, unplanned leave. Requests for an Immediate LOA can be made anytime between the first day of classes during the semester and the last day of classes. Upon approval of the LOA the Registrar's Office will withdraw the student from any enrolled courses. If the LOA happens prior to the drop/add deadline for the semester, there will be no withdrawal indicated on the transcript.

b. Involuntary Leave of Absence:

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, or where the student cannot otherwise fulfill the eligibility requirements related to safety that are imposed on all students at La Salle, and the student does not want to pursue an Immediate LOA, the Vice President for Student Affairs has the authority to place the student on an Involuntary LOA. Before placing any student with a disability on an Involuntary LOA, La Salle will do an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in La Salle's campus community without taking a leave of absence. Such decision may be appealed in writing to the Vice President for Student Affairs.

3. Policy Procedure/Substance

a. Immediate Leave of Absence

- i. A student who is pursuing an Immediate Non-Academic LOA must meet with the Assistant Vice President for Wellness to complete the *Request for Voluntary Non-Academic Leave of Absence*. During the meeting with the Assistant Vice

President for Wellness, an *LOA Success Plan* will be created, with a focus on what the student will do during the time of the LOA and how best to reenter the university at the conclusion of the LOA.

- ii. After completing the *Request for Voluntary Non-Academic Leave of Absence* form and *LOA Success Plan*, the information will be sent to the Vice President for Student Affairs or designee, who will, with input and collaboration from the university's Students of Concern committee, determine whether to grant the Immediate Non-Academic LOA. Notice of the decision will then be provided to the student by the Vice President for Student Affairs.

b. Involuntary Leave of Absence

- i. Before imposing an Involuntary Non-Academic LOA, the Vice President of Student Affairs or designee will ask the student to pursue an Immediate Non-Academic LOA. If the student refuses to pursue the Immediate LOA, or in the event that the student is incapable of responding on his or her own behalf, or if the student elects not to respond to inquiries or directives, the Vice President for Student Affairs has the right to place the student on an Involuntary LOA.
- ii. In such a situation, the Vice President for Student Affairs, or designee, would:
 1. Review all documentation and incident reports regarding the student's behavior, including any relevant medical documentation if available.
 2. Consult with the Students of Concern committee if appropriate.
 3. Seek the cooperation and involvement of parents or guardians of the student, if appropriate and feasible.
 4. Utilize the information gathered to make an individualized assessment regarding the student's behavior and whether an Involuntary LOA is necessary to address the health and safety concerns or ensure the proper functioning of university programs and services.
- iii. If the Vice President for Student Affairs or designee determines that an Involuntary Non-Academic LOA is appropriate, the student will be informed in writing of the decision. The Letter of Notification will include all relevant terms and conditions of the Involuntary LOA as well as terms and conditions for re-enrollment at the end of the Involuntary LOA.
- iv. An Involuntary Non-Academic LOA will be noted on a student's transcript in the same manner as an Immediate LOA.
- v. The student placed on an Involuntary Non-Academic LOA will be subject to the rules regarding financial aid and financial obligations (room, board, tuition, etc.) that apply based upon La Salle's Refund Policy.

c. For Immediate and Involuntary Non-Academic LOA's

- i. During an LOA, a student cannot attend classes, must vacate university housing and are not involved in programmatic or other university activities. La Salle's Refund Policy will be followed regarding tuition, fees, room and board or any other student financial aid.
- ii. A student on an LOA cannot return to the university during the same semester that the LOA was approved and enacted.
- iii. If approved for an LOA, the leave cannot exceed three consecutive semesters of non-enrollment. After the three

consecutive semesters of non-enrollment, any student who has not returned to the university will be withdrawn.

- d. *Returning from an Immediate Non-Academic LOA*
 - i. When a student is ready to pursue a return to the university, the student must complete a *Return from Non-Academic Leave of Absence* Form and submit it to the chairperson(s) for the Students of Concern committee for review and approval.
 - ii. The student must provide any documentation requested that was included as a component of the *LOA Success Plan*.
 - iii. If approved for a return to the university, the student will need to contact the appropriate Assistant Dean regarding possible course options to enroll into for the upcoming semester.
 - iv. If the student is not approved for a return to the university, the student will receive a letter indicating why the return was denied, and what is required for reconsideration. The student then may appeal the decision by submitting an appeal letter to the Vice President for Student Affairs within 10 business days of receiving notice of the decision. The following are the only grounds for appeal:
 1. The decision of the Students of Concern committee was arbitrary or capricious, or
 2. New or additional information is available that was not available at the time the request to return was considered and could reasonably be expected to have altered the decision. The student may also submit any information he or she believes to be relevant to the appeal.
 - v. The Vice President of Student Affairs will make a final decision on the student's request to return. The Vice President's decision is not appealable.
- e. *Returning from an Involuntary Non-Academic LOA*
 - i. When a student is ready to pursue a return to the university after an Involuntary Non-Academic LOA, the student must reach out to the Assistant Vice President for Student Wellness and provide documentation that satisfies the requirements for return listed in the Involuntary LOA letter.
 - ii. The Assistant Vice President for Student Wellness will convene the Students of Concern committee to review the materials presented and determine whether the student has demonstrated that it is appropriate for the student to return to the University community.
 - iii. The decision will be communicated to the student in writing. As needed, the Assistant Vice President for Student Wellness will notify the appropriate offices and administrators regarding the decision, and any relevant conditions necessary for the student's successful return.
 - iv. The student, as they prepare to return to the university, will work with the Assistant Vice President for Student Wellness on a success plan to assist the student returning to the university with the support necessary to resume campus life.
 - v. If it is determined that the student is not ready to return to the university, the student may appeal the decision to the Vice President for Student Affairs or designee. The student then may appeal the decision by submitting an appeal letter to the Vice President for Student Affairs within 10 business days of receiving notice of the decision. The following are the only grounds for appeal:
 1. The decision of the Assistant Vice President for Student Wellness was arbitrary or capricious, or
 2. New or additional information is available that was not available at the time the request to return was considered

and could reasonably be expected to have altered the decision. The student may also submit any information he or she believes to be relevant to the appeal.

- vi. The Vice President for Student Affairs will review the student's appeal and all necessary additional information and will then render a decision, which shall be final. The outcome of this appeal will be communicated to the student in writing.

Readmission

When seeking readmission, students who have withdrawn from the university are required to reapply to the university, following all of the requirements for admission into the desired program. The Admission Committee of the program will review the new application, the student's academic record in the program, and the original admission profile judged against current admission criteria. Students who have been dismissed from a program may not reapply to that program. Students who have been dismissed because of an academic integrity violation may not apply to another program.

Transfer of Credit

With approval of the program director, 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. The type of accreditation may vary by program. Course credit may not be transferred into graduate certificate programs.

Changing Programs

Active students in good academic standing may elect to transfer from one program at La Salle to another program at La Salle. To do so, they must complete an application for the desired program. Acceptance into that program is not guaranteed; the student must meet all eligibility requirements of the desired program. The student should also contact the Directors of both the previous and the desired program to request a copy of their academic file to be given to the prospective program director. Students should know that although the grades for courses taken in the previous program might not count towards graduation in the desired program, a student's grade point average is cumulative. That is, the grades received in the first program will remain on the student's transcript and will count towards the student's G.P.A.

Graduation

Successful completion of all required courses within a 7-year period is required for graduation. All graduate students must have a cumulative G.P.A. of 3.0 or better to graduate from La Salle University, and students below that standard will not receive a graduate degree regardless of the number of credits completed.

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. Degrees are conferred three times each year – on August 31, January 15, and on the date of the Commencement exercises in May. Commencement take place once a year in May. All students who have completed degree requirements during the previous year (June through May) may participate in the May Commencement ceremonies.

Students 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.

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:

- 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.
- All requirements for the degree in the second discipline are met to the satisfaction of the program director and dean.
- Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.
- The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.

Seeking a Second Master's Degree

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:

- 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.
- All requirements for the degree in the second discipline are met to the satisfaction of the program director and dean.
- Courses taken for the first degree and to count for the second degree are essential to meeting requirements of the second degree.
- The total number of credits taken for the two degrees reach a minimum of 48 credits or the equivalent.

Transcripts

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

A fee will be 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.

Masters

- Bilingual/Bicultural Studies, M.A. (p. 39)
- Business Administration, MBA (Full-time) (p. 46)
- Business Administration, MBA (One-Year) (p. 56)
- Business Administration, MBA (Online) (p. 63)
- Business Administration, MBA (Part-Time Hybrid) (p. 73)
- Business Systems and Analytics, M.S. (p. 82)
- Computer Information Science, M.S. (p. 92)
- Cybersecurity, M.S. (p. 96)

- Economic Crime Forensics, M.S. (p. 99)
- Education, M.A. (p. 102)
- Education, M.Ed. - La Salle/RTC (p. 111)
- Marriage and Family Therapy, M.A. (p. 117)
- Nonprofit Leadership, M.S. (p. 124)
- Nursing, MSN (p. 127)
- Nutrition, B.S.Nutr./M.S. - Coordinated Program in Dietetics (5-Year) (p. 137)
- Professional Clinical Counseling, M.A. (p. 144)
- Public Health, MPH (p. 151)
- RN to MSN Bridge (p. 157)
- RN-BSN to MSN (p. 158)
- Social Work, MSW (p. 167)
- Speech-Language Pathology, M.S. (p. 173)
- Strategic Communication, M.A. (p. 179)
- Translation and Interpretation, M.A. (p. 182)

Bilingual/Bicultural Studies, M.A.

Program Description

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.

Mission

The program is designed to provide extensive bilingual and bicultural instruction for nurses and doctors, patient care hospital employees, social workers, court employees, law enforcement personnel, human resources professionals, business professionals, lawyers, paralegals, and teachers.

Program Specific Information

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.

Degree or Certificate Earned

M.A.

Required for Program Completion

- Courses
 - 11
- Credits
 - 33
- GPA
 - 3.0

Program Goals

The Master of Arts in Bilingual/Bicultural Studies may be either a part-time degree program or a full-time program (nine credits per semester

or more) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation.

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

- To provide extensive bilingual and bicultural instruction for nurses, hospital employees, social workers, business professionals, court employees, police officers, human resources professionals, and others.
- To develop, for advanced language students, the capabilities of using vocabulary that is pertinent to a particular Hispanic culture to allow circumstantial language usage.
- To assure that students are exposed to a variety of Hispanic cultures on a first-hand basis through community service.
- To develop an application and understanding of diverse cultural backgrounds and to relate/contrast these cultures, particularly, in terms of the dominant culture in the USA.
- To acquire a solid historical perspective of various Hispanic groups in the USA with an emphasis on special relationships and conflicts among Hispanic groups themselves and in co-existence with the dominant Anglo culture.
- To acquire an understanding of the roles played by race, ethnicity, language, culture, social stratification, family, class structure, and social mobility among Hispanic groups and in contrast to those played by Anglo society.

Student Learning Outcomes

At the conclusion of this program, the students will be able to

- Develop proficiency in Spanish so they can better serve the Hispanic community as nurses, hospital employees, social workers, business professionals, court employees, police officers, human resources professionals, and other professions.
- Demonstrate the capability of using vocabulary that is pertinent to a particular Hispanic culture to allow circumstantial language usage.
- Apply their knowledge of diverse cultural backgrounds and to relate/contrast these cultures, particularly, in terms of the dominant culture in the USA on a first-hand basis through an internship that serves the Hispanic community.
- Demonstrate knowledge of the diverse historical perspective of various Hispanic groups in the USA with an emphasis on special relationships and conflicts among Hispanic groups themselves and in co-existence with the dominant Anglo culture.
- Synthesize their acquired understanding of the roles played by race, ethnicity, language, culture, social stratification, family, class structure, and social mobility among Hispanic groups and in contrast to Anglo society.

Academic Requirements

A minimum of thirty-three (33) credits is required for the degree. All courses are **three (3) credits each**.

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

linguistic skills. This assessment will be conducted by the Director of the program.

Course Sequence

The curriculum for each of these three (3) classifications will consist of the following courses:

Advanced Language Students

Code	Title	Credits
Core Requirements		
BLS 508	Workshops and Symposia	3
BLS 602	History of Spain and the Americas	3
BLS 607	Art and Culture of Spanish America	3
BLS 520	Field Experience in the Latino Community	3
BLS 600	Dynamics of Cross-Cultural Communication	3
BLS 639	Advanced Spanish Grammar and Syntax	3
BLS 651	Master's Project/Thesis	3
Any Caribbean Literature Course		3
Elective Requirements		
Any three courses offered by any of the programs within The Hispanic Institute ¹		9
Total Credits		33

1

Subject to each program's prerequisites.

Intermediate Language Proficient Students

Code	Title	Credits
Core Requirements		
BLS 502 or BLS 503	Urban Spanish Series (depending on proficiency) Urban Spanish Series	3
BLS 504	Urban Spanish Series	3
BLS 505	Urban Spanish Series	3
BLS 508	Workshops and Symposia	3
BLS 602	History of Spain and the Americas	3
BLS 520	Field Experience in the Latino Community	3
BLS 600	Dynamics of Cross-Cultural Communication	3
BLS 651	Master's Project/Thesis	3
Elective Requirements		
Select one of the following options:		6-9
Option I ¹		
Any two courses offered within The Hispanic Institute		
Option II ²		
Any three courses offered within The Hispanic Institute		
Total Credits		30-33

1

For students beginning with BLS 502 Urban Spanish Series; subject to each program's prerequisites.

2

For students beginning with BLS 503 Urban Spanish Series; subject to each program's prerequisites.

Not Advanced Language Students

Code	Title	Credits
Core Requirements		
BLS 501	Urban Spanish Series	3
BLS 502	Urban Spanish Series	3
BLS 503	Urban Spanish Series	3
BLS 504	Urban Spanish Series	3
BLS 505	Urban Spanish Series	3
BLS 508	Workshops and Symposia	3
BLS 602	History of Spain and the Americas	3
BLS 520	Field Experience in the Latino Community	3
BLS 600	Dynamics of Cross-Cultural Communication	3
BLS 651	Master's Project/Thesis	3
Elective Requirements		
Any one course offered within The Hispanic Institute ¹		3
Total Credits		33

1

Note: If a course is waived with permission of the Director, an elective course is added since candidates must complete 33 credits to earn the M.A. in Bilingual Bicultural Studies degree.

Course Descriptions

Bilingual/Bicultural Studies

BLS 500 Urban Spanish I

These five (5) courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level.

BLS 501 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 502 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 503 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 504 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 505 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 506 Puerto Rico: Lang & Cult II

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

BLS 508 Workshops and Symposia

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

BLS 511 Language and Culture of Puerto Rico I

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 (Summer I Session)

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

BLS 520 Field Experience in the Latino Community

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

BLS 570 Special Topics**BLS 571 Conflict of Cultures****BLS 574 Intro To Grad Res & Wrtnng****BLS 575 Special Topics****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.

BLS 601 Techniques of Teaching English to Speakers of Other Languages

The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

BLS 602 History of Spain and the Americas

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis is placed on such topics as Puerto Rico's special relationship with the United States, Latino populations (e.g., Cuban, Dominican, Mexican, and Central American) in the United States, and the historical relationship between Latino and Anglo communities.

BLS 603 Literature of Spanish America

This course is designed to familiarize the student with Spanish American culture and literature as seen through major literary works. Students read novels, short stories, essays, and poetry from the pre-Columbian period to the 21st century. A cultural, sociological, and literary approach is emphasized in order to explore Spanish America's diverse societies.

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

Focusing on the ethnicity, language, and cultural and social stratification of minorities, with an emphasis on that of Latinos, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605 Curriculum and Development of Bilingual Programs

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 objective of this course is to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, and "learning to learn" methods. The curriculum includes an analysis of academic language in content and texts and provides for a discussion of metacognitive processes and strategies that may be used in the classroom. Additionally, the role of learning styles and multiple intelligences is examined together with the rationale for and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

BLS 607 Art and Culture of Spanish America

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 608 Research Methods in TESOL

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public schoolbased) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

BLS 609 Language Study for Educators

This course serves as a practical foundation in linguistics and its subbranches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds, and moves gradually through to morphology, syntax, semantics, and pragmatics, and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

BLS 610 Comparative Analysis English/Spanish

This course studies the comparative/contrastive grammar in the English-Spanish language pair. The course includes intensive practice in reading comprehension, "skim, scan, main idea, key words", sequence of events, usage, error detection, synonyms, and most common translation problems in terms of grammar, vocabulary, idioms, and slang. Registers of speech are also explored.

BLS 611 Fundamentals of Interpretation

This course introduces the basic skills of interpretation: public speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students learn terminology research and professional skills: general business practices and ethics. Practicum emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

BLS 612 Consecutive Interpretation and Sight Translation

This course builds on the practical and theoretical foundation laid in BLS 611, 'Fundamentals of Interpretation'. In consecutive interpreting, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. The course reinforces the ability to perceive essential meaning and introduces note-taking techniques. It emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Note taking and sight translation are introduced in the latter part of the course. Prerequisite(s): BLS 611

BLS 613 Simultaneous Interpretation

In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style.

BLS 614 Legal Interpretation

This course further develops the skills in consecutive interpretation with note taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses and produce interpretations that would be of acceptable quality in a professional setting. Students are introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom strives to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students refine their note-taking skills, and special attention is given to develop stamina and maintain concentration while under stress in the courtroom. Assessment takes into account both accuracy and fluency in delivery.

BLS 615 Health-Care Interpretation

This course provides information on the health-care system in the United States, medical terminology, code of ethics for medical interpreters, and use of interpreters in health-care situations. In consecutive interpreting, students continue to enhance their memory and note-taking skills. They work on detecting and correcting problems from the listening stage to the delivery stage. In simultaneous interpreting, students work on polishing their delivery and language register. In sight translation, students become familiar with the different forms used in hospitals and health-care centers. Peer-assessment and self-assessment are encouraged in order to bring awareness of the importance of self-monitoring in interpreting. Furthermore, this course discusses current issues in health-care interpreting and provides information for further development in the profession.

BLS 616 Business Interpretation

This course introduces simultaneous interpreting with text, so that students learn to use visual or written materials appropriately to enhance their accuracy and completeness when interpreting. Conference interpreting is practiced in class, with students carrying on research and preparation for "conferences," including compilations of glossaries and topic research. A code of ethics for conference interpreters is discussed, as well as booth etiquette. In consecutive interpreting, students continue to develop their note taking skills and interpret longer utterances without interruption. Speech production aspects such as voice, fluency, and pacing are assessed as well. Material for practice comes from diverse business areas such as banking, finance, world economic issues, and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade peer exercises, and provide self-assessment. The purpose of these assignments is to develop confidence and assertiveness in students and resources for them so they are able to deal with nuances of meaning and accuracy in interpretation while delivering the interpretation smoothly and naturally in their target language.

BLS 617 Technology: Applications in Translation and Interpretation

This course analyzes current tools to enhance and speed the translation process. These tools include word processors as well as CAT (computer-assisted translation), voice-recognition, and proofreading tools. The course explores and discusses their practical applications and features in terms of pricing, productivity, user-friendliness, quality output, and compatibility with other tools. The course examines simultaneous interpretation and video and telephonic interpreting in terms of both the software and hardware available to perform these types of interpreting and the job opportunities for interpreters in these growing areas. The course also introduces students to new fields in which translation and interpretation skills are being applied, such as subtitling, web and software localization, and voice-over, along with the tools needed to work in these fields. Students will become familiar with tools and resources to aid them in launching a translation and interpretation business and in keeping current with new advances in the industry.

BLS 620 Independent Study

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

BLS 630 Special Topics**BLS 631 Special Topics****BLS 632 Special Topics****BLS 633 Special Topics****BLS 634 Special Topics****BLS 635 Myths and Legends in Caribbean and Latin American Literature****BLS 637 Special Topics****BLS 639 Advanced Spanish Grammar and Syntax**

This course is designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. It includes intensive oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world. (*In Spanish*)

BLS 640 Translation Studies: Theory and Practice

The first stage of this course is theoretical. Examining statements on the art of translation acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems heightens awareness of the challenges of working interculturally and independently. Reading essays on the process of translation helps students understand what the field of translation studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories helps students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage. The second stage of this course is practical. Newspaper articles are examined as examples of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type complement the individual work done outside of class.

BLS 641 Professional Uses of Spanish: Medical

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 both covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes sequential logic in note taking and accurate terminology in delivery.

BLS 643 Professional Uses of Spanish: Legal

A series of legal documents are analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding. Deeds, lease agreements, liens, living wills, and powers of attorney, all commonly used documents in the U.S. today, are translated. Students learn how to communicate efficiently with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony (for example, letters or statements from clients), students practice basic skills of court translation. Attention is given to registers of speech (slang, police jargon, legal terms, or norms for courtroom testimony). Typical sessions of client counseling and contract negotiations are simulated in teams for classroom practice.

BLS 651 Master's Project/Thesis

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

BLS 670 Special Topics**BLS 671 Urban Economics****BLS 673 Caribbean Literature****BLS 674 Special Topics****BLS 675 Con Soc Sci Research In PR****BLS 676 Cuban Literature****BLS 677 Cont Caribbean Fiction****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 poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. (*In Spanish*)

BLS 701 Internship

Upon the conclusion of all other courses in the program, each student is required to complete an internship in one of the following venues: (1) the state courts in Pennsylvania or New Jersey, as openings are available; (2) a health-care institution such as Einstein Hospital or the Shriners Hospital; (3) an international business where translation and/or interpretation is required of the intern; or (4) a translation and interpretation company providing such services to the public, corporations, courts, or health-care organizations. The student has the ability to establish his/her preference. However, the preference voiced is subject to the availability of intern openings at the time. Each student is assigned a faculty supervisor who monitors the kind of translation/interpretation being conducted by the student and determines if it is appropriate to the development of skills needed for the student. Equally, the faculty member is in a position to assess whether the student is putting into practice the skills and theories learned during his/her coursework. The internship last an entire semester, and a minimum of 100 hours of actual service is required. Service is defined as translation/interpretation time, exclusive of any other associated duties.

BLS 702 Master's Thesis/Project

This is a supervised, individual thesis/project that must be related to the field of translation and/or interpretation. It requires a quality research paper that could explore the linguistic, sociolinguistic, communication dynamics, applications of learned theories, and other matter related to the investigation of translation and interpretation in a general sense or, more particularly, in a specialized linguistic field in legal, business and health-care translation/interpretation. The project is the required capstone experience of all graduate students in the M.A. in Translation/Interpretation program. All students are assigned a faculty adviser to direct his/her thesis/project.

BLS 703 Internship and Portfolio

This course is required for the completion of the MA in Translation and Interpretation English/Spanish. The candidate will conduct a supervised internship of 60 hours and prepare a final on-line portfolio. The project may focus on the application of particular techniques of translating as well as interpreting, and on the analysis of particular issues related to the translation/interpretation fields.

BLS 751 TESOL Master Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program. Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB. A Project/Thesis Manual is available to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via e-mail at montesin@lasalle.edu, by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141. Students may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at lamas@lasalle.edu or by phone at 215.951.1209.

Education**EDC 650 Language Assessment and Special Education of ESL Learners**

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments. Prerequisite(s): BLS 600 and BLS 601

Teaching English Second Language**TSOL 608 Research Methods in TESOL**

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public school-based) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

TSOL 609 Language Study for Educators

This course serves as a practical foundation in linguistics and its sub-branches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds and moves gradually through to morphology, syntax, semantics, and pragmatics and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

TSOL 610 Teaching Second Language Writing in TESOL

The purpose of this course is to provide teachers with a wide range of strategies for teaching ELLs (English language Learners) the art of writing for different audiences, while examining English grammar as it applies to curriculum and instruction. Methods used in current approaches to teaching grammar are examined and appraised.

TSOL 611 Multimedia Approaches to TESOL

The purpose of this course is to study the application of multimedia technology in the second language acquisition process. The course considers the effect of the use of technology-based centers to the development of listening, viewing, talking, reading, and writing skills in English within the context of Content-Based Instruction (CBI). Students taking this course explore the use of cassette/CD players, movies and shows, computers and the Internet, video cameras, cassette recorders, newspapers, and magazines to develop the second language acquisition continuum at a faster pace. Prerequisite(s): BLS 609 - Language Studies for Educators

TSOL 612 Sociolinguistics for Educators

This course delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics. Students engage in readings and projects around such issues as language identity, language variation and education, bilingualism, multilingualism, the impact of language planning and policy on education, codes switching, dialects, standard and non-standard languages, language contact, diglossia, language maintenance, and language loss. The purpose of the course is to move beyond viewing language as an isolated subject so that one can take into account the many factors that make communication in multilingual societies so complex. Examples from multilingual environments from all over the world will be used as a basis for discussion of such topics, although special attention is given to the impact of these factors on language instruction and interaction in the classroom. Prerequisite(s): BLS 609: Language Studies for Educators

TSOL 613 Special Projects in English Education

This course focuses on current issues of second language acquisition and can be taken as an independent study.

TSOL 701 Practicum/Field Experience

In this practicum, the students apply what they have learned during their studies in a new setting such as a school or nonprofit organization. Students select the organization with the Director's approval and provide the Director with a supervisor who oversees the practicum at the organization. It is expected that students take advantage of the practicum not only as a way of putting to use what they have learned but also as a means to further understand the cultural dimensions of communication and nuances of language teaching and learning in a specific setting (the Field Experience). This practicum is required by the Pennsylvania Department of Education for the ESL Specialist Certification Program. Prerequisite(s): Successful completion of all Core and Elective courses, M.A. in TESOL Program and ESL Specialist Certification Program.

TSOL 751 M.A. TESOL Master's Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program. Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.

Faculty

Full Professor: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerra-Hasbun, Hain-Poorman, Kopec, Natalini, Tellez, Toro, Zucker

Program Contact Information

Hayman Hall, room 128

hispanicinstitute@lasalle.edu

(215) 991-3592

Staff Contact Information

J. Manuel Gomez, Ph.D., Director

(215) 951-1209

Business Administration, MBA (Full-time)**Program Description**

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

The program welcomes students with work experience and those who enter directly after their graduation from college. Combined with

challenging academics, students are immersed in an intercultural environment as a result of La Salle's worldwide recruiting efforts. FTMBA students have the option of specializing in accounting, business systems and analytics, finance, general business administration, management, or marketing. Partial scholarships awarded on merit are available to support both American and international students. Formal work experience is not required.

Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

Program Specific Information

Business education has been part of the La Salle curriculum since its founding in 1863. The School of Business, one of three schools in the University, was established in 1955, and its MBA program began in 1976.

As a business school in a Catholic, Lasallian University, students are taught fundamental business knowledge and skills within an ethical framework which emphasizes the primacy and value of human dignity.

Accreditation

The Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) which establishes standards designed to ensure excellence. Less than 5 percent of the world's business schools are accredited by AACSB. As an AACSB-accredited business school, the Dean's office and faculty use continuous quality-improvement processes to ensure that the many offerings of the School of Business are of the highest quality.

The Full-Time Program has One and Two Year Degree Completion Options

Students can complete the full-time MBA degree in one or two years. Students with an undergraduate degree in business or a related field can complete the degree in just one year (3 semesters), while students who do not have a degree in business or a related field will likely take longer. Their program consists of 11 or 12 three-credit courses and three two-credit courses: Professional Development Seminar and Written Communication Skills for Business.

STEM Designation

The MBA program with Business Systems and Analytics (BSA) specialization meets the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

Degree or Certificate Earned

M.B.A.

Required for Program Completion

- Courses
 - 13 to 17
- Credits
 - 35-44
- GPA
 - 3.0

Admission Deadlines

There are no set deadlines. However, we recommend that all application documents be received by August 15, December 15, and April 15 for the fall, spring, and summer terms, respectively. International Students should aim to have all required documentation submitted at least 2 months prior to their anticipated start.

Admission Requirements

The Admission Committee of the MBA Program evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. **Note that an undergraduate business degree is not necessary for admission to the MBA Program.** The structure of the La Salle MBA program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, he/she must submit the following information:

- Application (Online)
- Transcript Evaluation (International Students only) - see more information below
- English Language Proficiency Exam (International Students only) - see more information below
- Official transcripts from the college/university from which a bachelor's degree was earned, and, if applicable, Master's degree. Applicants will be notified additional transcripts must be submitted for advising purposes.
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE).
- Professional resume

English Language Proficiency Exam

International graduate students must submit one of the following English-language proficiency exams:

- TOEFL score of 88 or greater
- IELTS score of 6.5 or greater
- Duolingo score of 105 or greater

Students may be waived from submitting proof of English-language proficiency if they meet one of the following exemptions:

- You have studied in an English-based curriculum for three or more years.
- You are from a territorial entity where English is an official language.

Transcript Evaluation

We require a course-by-course evaluation completed for any international college courses taken. An evaluation is also needed for any transcripts not provided in English.

We accept evaluations from any member of the National Association of Credential Evaluation Services organization. You can find a list of NACES members here (<https://www.naces.org/members/>).

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see the section below "Waiver of GMAT or GRE".

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; the admission committee's decisions are based on evaluating many factors to determine a student's potential for success in the MBA program.

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

Waiver of GMAT or GRE Requirement

Applicants that have earned a master's degree or higher from a program accredited in its discipline will be waived from the GMAT or GRE exam requirement. Additionally, applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

The GMAT (or GRE) may be waived for additional applicants at the discretion of the Admission Committee upon reviewing an applicant's overall profile.

The GMAT/GRE may be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students are eligible to take up to 12 credits in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Conditional Admission

Students that are currently enrolled in their final semester will be considered for a conditional admission until their degree is conferred. Conditionally accepted students are required to successfully complete their degree and submit an updated transcript illustrating their degree conferral prior to the start of the MBA program. Conditionally accepted students are not eligible for financial aid loans until they are fully (regularly) accepted to the program. International students may be admitted under conditional admission; however, all their conditions must be met before an I-20 can be issued.

Program Goals

The MBA program's goals are to deepen our student's business knowledge, develop their organizational and leadership skills, and sharpen their decision making.

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership Skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

Student Learning Outcomes

The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:

Strategic thinking through integrating discipline-specific business knowledge

- Demonstrate the ability to integrate business disciplines to achieve strategic objectives.
Demonstrate the ability to identify and evaluate the usefulness of various competitive strategies (e.g., adaptive, market entry, positioning) that firms use within domestic and global markets.

Leadership Skills

- Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills.
- Demonstrate the ability to work effectively and collaboratively in a team.

Business-related oral and written communication skills

- Demonstrate the ability to prepare and deliver a professional presentation on a business issue.
- Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

Awareness of how the business environment influences decision-making

- Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies.
- Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

Knowledge and skill concerning financial analysis, reporting, and markets

- Demonstrate the ability to evaluate the financial position of for-profit organizations through the examination of financial information contained in balance sheets, income statements, cash flow statements, and footnotes, as well as information gathered from other sources (such as public filings, business news publications, and websites) in order to enable stakeholders (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

MBA Academic Standing and Graduation Requirements

All students in La Salle University's MBA programs are required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). Students whose academic performance falls below this standard are subject to academic review by the Director of the respective MBA program, and may be required to withdraw from the program, revise their course of study or repeat specific classes.

Students with a cumulative grade point average below 3.0 are automatically in academic jeopardy whether or not they receive written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with their respective MBA Director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

To graduate from the MBA Program at La Salle, students must:

- Have a minimum of a 3.0 G.P.A. overall within the MBA program,
- Maintain a "C" or better in all the required courses, and
- Receive no more than two grades of "below" a B- in the MBA program.

Should students:

- Fail a course; they may retake the course by paying the current pertinent tuition. No more than two course retakes are allowed in the MBA program.
- Complete all required courses, but fall below a 3.0 cumulative G.P.A. requirement, they will not be eligible to graduate. In this case, the students may retake up to two courses to improve their G.P.A. to a 3.0 or higher, as long as the total number of course retakes in the program does not exceed two courses.

In extraordinary circumstances, a student may be permitted to earn one additional "C" or retake one additional course at the program Director's discretion, as long as all other graduation requirements are met.

STEM Designation

The MBA program with Business Systems and Analytics (BSA) specialization meets the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB-accredited institution prior to being admitted to the La Salle MBA program. Each request will be evaluated on its own merits, but the student must have received a grade of "B" or better for the course to be considered for transfer. No more than a total six hours of graduate credit can be transferred; courses in the Core, Specialization (General Track), Foundation and Executive Perspectives will be considered for transfer.

Transferred specialization courses will only count towards fulfilling the General Business Administration Specialization requirements, as specializations (Accounting, Finance, Marketing, Business Systems and

Analytics, Management and Strategic Communication) are only granted for courses completed at La Salle University.

Tuition and Fees

Students may receive partial scholarships awarded on merit. Students may find the tuition and fee schedule on the [Financial Aid website](#).

Academic Requirements

The structure of La Salle's Full-Time MBA Program is comprised of six areas: Basic Skills, Foundation, Core, Specialization, Executive Perspectives, and the Integrative Capstone. Students must complete between 34 and 47 credits to complete the MBA degree at La Salle University. The total number of credits required depends upon the student's academic background.

Basic Skills

The Basic skills courses in the program aid students in finding their career path, improving their job search skills, and learning to prepare required documents in their future jobs.

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 management skills. The following three courses (2 credits each) are required but may be waived based on a student's academic and professional background. **These courses will be offered in a fully online, 8-week format.**

The Core

The following courses (three credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management. Through the use of a variety of analytical, problem-solving approaches to business situations, the Core courses expose the students to both the needed depth of analyses and broad business perspectives required for operational, financial and strategic decision making.

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization track selected. Courses must be completed after the Core Courses and any other prerequisites for the courses. The specialization offerings have been determined by student interest and market need. While some courses are offered in a face-to-face format, many of these specialization courses are only offered in a fully online, 8-week format.

- Accounting (only offered online)
- Business Systems and Analytics
- Finance (will be required to take at least one online course)
- Health Systems Management (only offered online)
- Management (only offered online)
- Marketing (only offered online)
- General Business Administration

To complete a General Business Administration specialization, students can take three courses from the courses listed below. This option provides the most flexibility in creating an MBA program tailored to a student's interests.

Students may elect to complete a dual-specialization as part of their MBA program. Since the variations are many, students meet with the Program Director to discuss what would be required for a dual-specialization.

Executive Perspectives

The following four courses (3 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, and making appropriate decisions and understanding how the financial outlook of an organization might be effected by such decisions.

Integrative Capstone

The following course is usually taken in the final semester of the program. This course provides the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspectives areas while adding a global perspective and the ethical dimension necessary to succeed in the global business area.

Code	Title	Credits
Basic Skills		
MBA 590	Professional Development Seminar	1
MBA 592	Written Communication Skills for Business	1
Foundation		
MBA 601	Financial Accounting	3
MBA 602	Financial Markets	3
MBA 603	Business Economics for Managers	3
The Core		
MBA 690	Creating Customers Through Effective Marketing Management	3
MBA 691	Managerial Accounting for Decision Making, Planning, and Control	3
MBA 692	Financial Performance: Control and Measurement	3
MBA 693	Business Analytics for Informed and Effective Decision Making	3
Specialization		
Select one of the following Specializations:		9
<i>Accounting</i>		
ACC 704	Financial Accounting Theory and Current Practices	
ACC 731	Accounting Analytics	
ACC 782	AIS, ERP, and Accounting Analytics	
ACC 791	Decision-Making Mgt Acct	
<i>Business Systems and Analytics (only offered online)</i>		
BSA 700	Business Applications Programming	
BSA 710	Systems Analysis and Database Design	
BSA 720	Data Warehousing and Data Mining	
BSA 725	Healthcare Analytics	
BSA 730	Optimization and Simulation	
BSA 740	Data Visualization	
<i>Finance</i>		
FIN 725	Financing Health Systems	
FIN 732	Financial Analytics	
FIN 746	Enterprise Risk Management	
FIN 748	Financial Instruments and Markets	
FIN 764	Portfolio Management	

FIN 765	Global Financial Management	
FIN 783	Financial Analysis Seminar	
<i>Health Systems Management (only offered online)</i>		
BSA 725	Healthcare Analytics	
FIN 725	Financing Health Systems	
MGT 725	Health Systems Management	
<i>Management (only offered online)</i>		
MGT 725	Health Systems Management	
MGT 739	Managing Cultural Diversity in the Workplace	
MGT 741	Org Devel & Consul Proc	
MGT 760	Human Resource Management	
MGT 790	Special Topics in Management and Leadership	
<i>Marketing (only offered online)</i>		
MKT 730	Strategic Marketing Analytics	3
MKT 732	Consumer Behavior	3
MKT 739	International Marketing	3
Executive Perspectives		
MBA 811	Leadership: Theories and Skill Development	3
MBA 820	Information Technology for Decision-Making	3
MBA 830	Financial Statement Analysis	3
MBA 840	Frameworks for Socially Responsible Decision Making	3
Integrative Capstone		
MBA 902	Competitive Strategy	3

Course Sequence

A student's course sequence and timing will be based upon prior academic achievement, professional experience and the student's program completion plans. (The sequencing is also dependent upon the university's course schedules for each academic year). Upon acceptance to the program, students will receive a Model Roster with the course requirements and a recommended course sequence to complete their degree.

New students can enroll at the start of the Fall (August), Spring (January) or Summer (May) semesters.

Course Descriptions

Accounting

ACC 704 Financial Accounting Theory and Current Practices

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(s): MBA 691

ACC 731 Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math. Prerequisite(s): MBA 691

ACC 764 Federal Taxation and Regulation

This course develops skills in identifying and researching issues in taxation, and explores advanced topics in federal taxation of individuals, property transactions and business entities including C corporations, partnerships, S corporations, trusts and estates and tax-exempt organizations. Additional topics include coverage of ethics and responsibilities in tax practice and differences between tax and financial accounting. This course entails the hands-on use of the tax research service 'CCH IntelliConnect' and prepares students interested in sitting for the REG section of the CPA exam. Prerequisite(s): Enrollment in the 4-Year BS/MBA Program or the OY MBA Program

ACC 770 Advanced Accounting Topics and Governmental Accounting

This course assesses special topics in accounting including international accounting, estate and trust, bankruptcy and fund accounting, including governmental, nor-for-profit, and hospital accounting. This course prepares students interested in sitting for the FAR section of the CPA exam. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 780 Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 691 and Approval of supervising professor and program director

ACC 782 AIS, ERP, and Accounting Analytics

This course offers an enhanced understanding of accounting information systems (AIS) through hands-on exercises and internal control analyses. This course provides experience in a comprehensive enterprise resource planning (ERP) system, namely SAP. Using traditional business transactions, students will experience the complexities of an ERP system, become familiar with the internal control problems specific to ERP systems, and understand the similarities to, and differences from, traditional accounting systems. It includes hands-on experience creating and analyzing transactions in SAP modules; assessing the modules' internal controls; and synthesizing current AIS/ERP issues, such as security and privacy, disaster recovery, block chain, cryptocurrencies, anti-fraud, and audit resources, control and audit systems, and XBRL. It also includes hands-on exercises in Lumira, a data visualization and accounting analytics application. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 784 Adv Auditing/ Fin Forensics

This is an advanced course that assumes students have a strong background in auditing with either an undergraduate course in auditing or work experience as an auditor. The course utilizes CPA Examination Review materials, quizzes, and testing to prepare students for the CPA Examination while expanding their knowledge in professional ethics, risk assessment, internal control, audit evidence, auditor's reports and forensic services. Financial forensic methodology is examined as an example of other services performed by Certified Public Accountants focusing on the Rules of Evidence, preparing an expert witness report, and ethical considerations.

ACC 790 Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 691, and other prerequisite(s) may be required depending on the topic

ACC 791 Decision-Making Mgt Acct

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

Business Systems and Analytics**BSA 700 Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term. Prerequisite(s): MBA 693

BSA 705 Emerging Bus Sys & Analytics

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

BSA 710 Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database. Prerequisite(s): MBA 693

BSA 720 Data Warehousing and Data Mining

This course focuses on data warehousing and data mining in organizations. Topics covered in the course include: data warehousing and mediation techniques aimed at integrating distributed, heterogeneous data sources; data mining techniques such as rule-based learning, decision trees, association rule mining, and statistical analysis for discovery of patterns in the integrated data; and evaluation and interpretation of the mined patterns using visualization techniques. Prerequisite(s): MBA 693

BSA 725 Healthcare Analytics

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations. Prerequisite(s): MBA 693

BSA 730 Optimization and Simulation

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory. Prerequisite(s): MBA 693

BSA 740 Data Visualization

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles. Prerequisite(s): MBA 693

BSA 780 Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 693 and Approval of supervising professor and program director

BSA 790 Special Topics in BSA

Finance

FIN 725 Financing Health Systems

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector.

Prerequisite(s): MBA 691 and MBA 692

FIN 732 Financial Analytics

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models. Prerequisite(s): MBA 692, MBA 693

FIN 746 Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss 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(s): MBA 692

FIN 748 Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry. Prerequisite(s): MBA 692

FIN 754 Derivative Instruments

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

FIN 756 Enterprise Risk Analysis

FIN 764 Portfolio Management

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

FIN 765 Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms. Prerequisite(s): MBA 692

FIN 767 Mergers and Acquisitions

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

FIN 780 Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 692, and approval of supervising professor and program director

FIN 783 Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course. Prerequisite(s): MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

FIN 790 Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 692

Masters of Business Administration

MBA 590 Professional Development Seminar

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

MBA 592 Written Communication Skills for Business

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

MBA 601 Financial Accounting

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

MBA 602 Financial Markets

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

MBA 603 Business Economics for Managers

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined.

Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 690 Creating Customers Through Effective Marketing Management

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

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. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting problems and cases. Prerequisite(s): MBA 601

MBA 692 Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. Prerequisite(s): MBA 601, MBA 602, and Completion of MBA Math (if not waived)

MBA 693 Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics - the use of data to determine the best course of action in the future. Prerequisite(s): Completion of online Math Assessment (if not waived).

MBA 810 Developing Your Leadership Skills

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, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. 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 811 Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

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 can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment. Prerequisite(s): MBA 693

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 from the perspective of investors, creditors and management. Prerequisite(s): All foundation courses, MBA 691, MBA 692

MBA 840 Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders. Prerequisite(s): All required foundation courses

MBA 902 Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Management**MGT 725 Health Systems Management**

This course provides students with a comprehensive macro approach to health delivery systems and the competencies required to manage this transforming industry. Students will examine current and future health utilization trends from the perspective of the provider, consumer, insurer and regulator. Particular attention will be given to how these stakeholders impact the role of the manager in a health systems organization. The course will examine the relative strengths and weaknesses of our current system compared to other nations. We will explore the delivery of health services associated with population and public health and how behavior influences the provision of these services. The course will highlight the logistics of the health care system, its organization, workforce makeup, finances, its cost and related value, and how technology and information systems impact the industry. The course will also provide an overview of the future of health care delivery in the United States and health care policy.

MGT 730 Nonprofit Management

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

MGT 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(s): MBA 810

MGT 741 Org Devel & Consul Proc

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

MGT 752 Managerial Skills Laboratory

This course provides an opportunity for self-assessment and improvement of the skills critical to an effective manager. The design of the course promotes interaction between students and active participation in classroom activities. The objective is to learn conceptual versatility and behavioral techniques that can be practiced in the laboratory setting then applied in a work situation. The course schedule for the Skills Lab is over 4 days (two full weekends) plus a Friday evening follow-up session, and full participation is required. Because of this compressed time frame, there is no hybrid or other online component to this course. Prerequisite(s): 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. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success. Prerequisite(s): MBA 810

MGT 770 Special Topics**MGT 780 Applied Research in Management and Leadership**

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 810 and approval of supervising professor and program director

MGT 790 Special Topics in Management and Leadership

This course will explore a topic of contemporary interest related to management and leadership. Topics will vary and may include Performance Management: Challenges, Trends, and Controversies; Conflict and Negotiations; What Every Business Student Should Know about Workplace Rights and Responsibilities; and Managing by Design. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 810, other prerequisite(s) may be required depending on the topic

Marketing**MKT 720 Advanced Digital Marketing Strategies**

This course provides students with the most up-to-date and comprehensive overview of major digital marketing channels and platforms – Search Engine, Digital Display, Video, Mobile, and Social Media. It will teach students how to conceptualize and integrate digital marketing into a firm's overall marketing efforts. Students will complete the course with in-depth knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation, and students will also learn how to measure digital marketing efforts and calculate Return on Investment. Prerequisite(s): MBA 690

MKT 730 Strategic Marketing Analytics

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. This course introduces today's most valuable marketing research and analytics methods and tools and offers a best-practice methodology for successful implementation. Hands-on exercises, assignments, and case studies provide students an opportunity to apply the marketing research and analytics techniques for solving key problems ranging from product development, segmentation, pricing, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

MKT 732 Consumer Behavior

The course examines the social, cultural, psychological, and economic influences on consumer behavior. It looks at the applications of behavioral science principles to the development of marketing strategies. Prerequisite(s): MBA 690

MKT 739 International Marketing

This course offers a managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing. Prerequisite(s): MBA 690

MKT 771 Services Marketing

Services dominate the U.S. economy and play a critical role in setting businesses apart from competition across the globe and in the industry sectors. The course focuses on the unique challenges of managing services and delivering quality service to customers. The attraction, retention, and building of strong customer relationships through quality service are central to the course. The course is equally applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, and professional service, etc.) and to organizations that depend on service excellence for a competitive advantage (e.g., high tech manufactures, automotive, and industrial products, etc.). The underlying theme of the course is that management issues in services are often different from those in manufacturing, and this has important implications for marketing strategy and implementation. This theme will be developed through a series of lectures, videos, class discussions, and both individual and group exercises. Prerequisite(s): MBA 696

MKT 780 Applied Research in Marketing

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 690, and approval of supervising professor and program director

MKT 784 Euro Seminar-Marketing**MKT 785 Pacific Rim Sem in Mkt****MKT 790 Special Topics in Marketing**

This course will explore a topic of contemporary interest related to Marketing. Topics will vary and may include Product Innovation and Design Thinking, Services Marketing, Sales Management and Leadership, and Travel Study. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 690; other prerequisite(s) may be required depending on the topic

Faculty

Interim Dean: Yusuf Joseph Ugras, Ph.D.

Program Director: Nicole Blair, M.B.A., M.S.

Professors: Ambrose, Barenbaum, Buch, Borkowski, Cooper, Fornaciari, Jiang, Miller, Meisel, Schubert, Smither, Tavana, Wentzel

Associate Professors: Chia, Kennedy, Lafond, Leaby, Pierce, Plump, Reardon, Szabat, Ugras, Walsh

Assistant Professors: Adams, Bruce, Coyle, DiPietro, Dynan, Otto, Radetskiy, Varzгани

Program Contact Information

Full-Time MBA Program

Founders' Hall Room 233

gradbusiness@lasalle.edu (mba@lasalle.edu)

(215) 438-6676

Staff Contact Information

Nicole Blair, Director of Graduate Business Programs

215.438.6676

blairn@lasalle.edu

If you have any questions regarding the Full-Time MBA program, please contact: gradbusiness@lasalle.edu (mba@lasalle.edu) or visit our website www.lasalle.edu/mba (<http://www.lasalle.edu/mba/>).

Business Administration, MBA (One-Year)

Program Description

La Salle University's One-Year MBA program (OYMBA) is designed for recent graduates and those with working experience who are in various stages of their careers. The program offers majors in accounting, business systems and analytics, and finance.

La Salle's internationally recognized program is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB International), which less than 5 percent of business schools worldwide attain. La Salle's OYMBA students gain the professional and personal skills to be leaders in their fields.

The program is ideal for students who are preparing to meet the 150-hour CPA requirement. Students majoring in finance take the managerial track.

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

Reasons to Choose Lasallian Business:

- Earn your MBA with a specialization in accounting, business systems and analytics, or finance in one year.
- Join a program with a high rate of return on investment: exceptional placement rates.
- Participate in workshops, career fairs and networking events to enhance your international business etiquette skills and your job seeking skills.
- Enjoy small classes with your classmates and professors and learn in the Lasallian tradition that blends academic theory with practice.
- Prepare for the CPA or Chartered Financial Analyst (CFA) exam.

Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

Program Specific Information

Business education has been part of the La Salle curriculum since its founding in 1863. The School of Business, one of three schools in the University, was established in 1955, and its MBA program began in 1976. As a business school in a Catholic, Lasallian University, students are taught fundamental business knowledge and skills within an ethical framework which emphasizes the primacy and value of human dignity.

Accreditation

The Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) which establishes standards designed to ensure excellence. Less than 5 percent of the

world's business schools are accredited by AACSB. As an AACSB-accredited business school, the Dean's office and faculty use continuous quality-improvement processes to ensure that the many offerings of the School of Business are of the highest quality.

Program Structure

Students who minored in business administration or have an undergraduate business degree are able to complete the program in 12 months. Applicants without a business degree enroll in pre-MBA Foundation courses at an additional cost. Pre-MBA courses are offered at La Salle University online: MBA 601 Financial Accounting, MBA 602 Financial Markets and MBA 603 Business Economics for Managers. Students may feel free to take equivalent courses at other institutions and transfer the credits to La Salle. These courses must be completed prior to starting the One-Year MBA Program. The One-Year MBA Program begins each year in the Fall Semester.

Degree or Certificate Earned

M.B.A.

Required for Program Completion

- Courses
 - Accounting Track: 14
 - Business Systems and Analytics Track: 13-17
 - Finance Track: 13-17 (not including 3 foundation courses that may be required)
- Credits
 - Accounting Track: 35.5
 - Business Systems and Analytics Track: 35-44
 - Finance Track: 35-44
- GPA
 - 3.0

Admission Deadlines

There are no set deadlines. However, we recommend that all application documents be received by August 15, December 15, and April 15 for the fall, spring, and summer terms, respectively. International Students should aim to have all required documentation submitted at least 2 months prior to their anticipated start.

Admission Requirements

The Admission Committee of the MBA Program evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. *Note that an undergraduate business degree is not necessary for admission to the MBA Program.* The structure of the La Salle MBA program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, he/she must submit the following information:

- Application (Online)
- Transcript Evaluation (International Students only) - see more information below
- English Language Proficiency Exam (International Students only) - see more information below
- Official transcripts from the college/university from which a bachelor's degree was earned, and, if applicable, Master's degree.

Applicants will be notified if additional transcripts must be submitted for advising purposes.

- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE).
- Professional resume (However, work experience is not required for admission consideration)

English Language Proficiency Exam

The Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are the most commonly utilized English Language Proficiency Exams. The minimum score for the TOEFL is an 88 and the minimum score for the IELTS is 6.5. This is not required of applicants whose native language is English, or for applicants who have undergraduate or graduate degree(s) from a college or university in the United States.

Transcript Evaluation

Students who completed their degree in another country, must have their transcript evaluated for admission consideration to La Salle's MBA program. Students can find a list of acceptable evaluation agencies on our website here:

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see the section below "Waiver of GMAT or GRE".

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; the admission committee's decisions are based on evaluating many factors to determine a student's potential for success in the MBA program.

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

Waiver of GMAT or GRE Requirement

Applicants that have earned a master's degree or higher from a program accredited in its discipline will be waived from the GMAT or GRE exam requirement. Additionally, applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

The GMAT (or GRE) may be waived for additional applicants at the discretion of the Admission Committee upon reviewing an applicant's overall profile.

The GMAT/GRE may be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students are eligible to take

up to 12 credits in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Conditional Admission

Students that are currently enrolled in their final semester will be considered for a conditional admission until their degree is conferred. Conditionally accepted students are required to successfully complete their degree and submit an updated transcript illustrating their degree conferral prior to the start of the MBA program. Conditionally accepted students are not eligible for financial aid loans until they are fully (regularly) accepted to the program. International students may be admitted under conditional admission; however, all their conditions must be met before an I-20 can be issued.

Program Goals

The MBA program's goals are to deepen our student's business knowledge, develop their organizational and leadership skills, and sharpen their decision making.

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

Student Learning Outcomes

The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:

Strategic thinking through integrating discipline-specific business knowledge

- Demonstrate the ability to integrate business disciplines to achieve strategic objectives.
Demonstrate the ability to identify and evaluate the usefulness of various competitive strategies (e.g., adaptive, market entry, positioning) that firms use within domestic and global markets.

Leadership Skills

- Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills.
- Demonstrate the ability to work effectively and collaboratively in a team.

Business-related oral and written communication skills

- Demonstrate the ability to prepare and deliver a professional presentation on a business issue.
- Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

Awareness of how the business environment influences decision-making

- Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies.

- Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

Knowledge and skill concerning financial analysis, reporting, and markets

- Demonstrate the ability to evaluate the financial position of for-profit organizations through the examination of financial information contained in balance sheets, income statements, cash flow statements, and footnotes, as well as information gathered from other sources (such as public filings, business news publications, and websites) in order to enable stakeholders (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

MBA Academic Standing and Graduation Requirements

All students in La Salle University's MBA programs are required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). Students whose academic performance falls below this standard are subject to academic review by the Director of the respective MBA program, and may be required to withdraw from the program, revise their course of study or repeat specific classes.

Students with a cumulative grade point average below 3.0 are automatically in academic jeopardy whether or not they receive written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with their respective MBA Director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

To graduate from the MBA Program at La Salle, students must:

- Have a minimum of a 3.0 G.P.A. overall within the MBA program,
- Maintain a "C" or better in all the required courses, and
- Receive no more than two grades of "below" a B- in the MBA program.

Should students:

- Fail a course; they may retake the course by paying the current pertinent tuition. No more than two course retakes are allowed in the MBA program.
- Complete all required courses, but fall below a 3.0 cumulative G.P.A. requirement, they will not be eligible to graduate. In this case, the students may retake up to two courses to improve their G.P.A. to a 3.0 or higher, as long as the total number of course retakes in the program does not exceed two courses.

In extraordinary circumstances, a student may be permitted to earn one additional "C" or retake one additional course at the program Director's discretion, as long as all other graduation requirements are met.

STEM Designation

The MBA program with Business Systems and Analytics (BSA) specialization meets the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB-accredited institution prior to being admitted to the La Salle MBA program. Each request will be evaluated on its own merits, but the student must have received a grade of "B" or better for the course to be considered for transfer. No more than a total six hours of graduate credit can be transferred; courses in the Core, Specialization (General Track), Foundation and Executive Perspectives will be considered for transfer.

Transferred specialization courses will only count towards fulfilling the General Business Administration Specialization requirements, as specializations (Accounting, Finance, Marketing, Business Systems and Analytics, Management and Strategic Communication) are only granted for courses completed at La Salle University.

Tuition and Fees

Students may receive partial scholarships awarded on merit. Students may find the tuition and fee schedule on the Financial Aid website. (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>)

Tuition Assistance

There are loan programs available for online graduate students. Information about financial aid and the application forms may be obtained from Student Financial Services (<https://www.lasalle.edu/financialaid/>), La Salle University, Philadelphia, PA 19141 or by calling 215.951.1070.

Academic Requirements

Accounting Track

Students who elect the accounting track must have an undergraduate degree in accounting. Students that do not have an accounting undergraduate degree can apply for the full-time MBA program with a specialization in accounting.

Accounting is often considered the "language of business," because it is the core of any business organization. Accountants are responsible for communicating and interpreting financial information as a basis for strategic decision-making.

Our professors are teachers, mentors, and scholars. They are connected with businesses around the globe, they are savvy about the challenges and innovations in play in the marketplace. Our graduates leave La Salle ready to perform.

Students interested in becoming a CPA meet the 150-credit requirement. See "Course Sequence" for specific requirements.

Business Systems and Analytics Track

The business leaders of tomorrow face an exciting challenge. To innovate and prosper they need to solve problems and make informed decisions. Just as important, they need to manage technology and data.

La Salle's Business Systems and Analytics option prepares students to do both. It prepares them for careers as business intelligence analysts, business applications consultants, data warehousing specialists, and sports analytics managers, to name a few. See "Course Sequence" for specific requirements.

Investment Analysis Track (CFA) and the Managerial Finance Track

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

Course Sequence

Upon acceptance to the program, students will receive a Model Roster with the course requirements and a recommended course sequence to complete their degree.

New students can enroll at the start of the Fall (August), Spring (January) or Summer (May) semesters.

Following is what can be expected to complete each track in the one-year program.

Accounting Track

Course	Title	Credits
First Semester		
MBA 692	Financial Performance: Control and Measurement	3
MBA 693	Business Analytics for Informed and Effective Decision Making	3
MBA 811	Leadership: Theories and Skill Development	3
ACC 770	Advanced Accounting Topics and Governmental Accounting	3
ACC 780	Applied Research in Accounting	1.5
MKT 771	Services Marketing	1.5
Credits		15
Second Semester		
MBA 592	Written Communication Skills for Business	1
MBA 830	Financial Statement Analysis	3
MBA 840	Frameworks for Socially Responsible Decision Making	3
ACC 782	AIS, ERP, and Accounting Analytics	3
ACC 784	Adv Auditing/ Fin Forensics	1.5
Credits		11.5
Third Semester		
MBA 820	Information Technology for Decision-Making	3
MBA 902	Competitive Strategy	3
ACC 764	Federal Taxation and Regulation	3
Credits		9
Total Credits		35.5

Business Systems and Analytics Track

If students do not have a business background, the 6 credit foundation requirements may be needed.

Course	Title	Credits
First Semester		
MBA 590	Professional Development Seminar	1
MBA 691	Managerial Accounting for Decision Making, Planning, and Control	3
MBA 692	Financial Performance: Control and Measurement	3
MBA 693	Business Analytics for Informed and Effective Decision Making	3
MBA 811	Leadership: Theories and Skill Development	3
Credits		13

Second Semester

MBA 592	Written Communication Skills for Business	1
MBA 690	Creating Customers Through Effective Marketing Management	3
MBA 830	Financial Statement Analysis	3
2 (two) BSA specialization courses		6
Credits		13

Third Semester

MBA 820	Information Technology for Decision-Making	3
MBA 840	Frameworks for Socially Responsible Decision Making	3
MBA 902	Competitive Strategy	3
BSA specialization course		3
Credits		12
Total Credits		38

Course Descriptions

Accounting

ACC 704 Financial Accounting Theory and Current Practices
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(s): MBA 691

ACC 731 Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math. Prerequisite(s): MBA 691

ACC 764 Federal Taxation and Regulation

This course develops skills in identifying and researching issues in taxation, and explores advanced topics in federal taxation of individuals, property transactions and business entities including C corporations, partnerships, S corporations, trusts and estates and tax-exempt organizations. Additional topics include coverage of ethics and responsibilities in tax practice and differences between tax and financial accounting. This course entails the hands-on use of the tax research service 'CCH IntelliConnect' and prepares students interested in sitting for the REG section of the CPA exam. Prerequisite(s): Enrollment in the 4-Year BS/MBA Program or the OY MBA Program

ACC 770 Advanced Accounting Topics and Governmental Accounting

This course assesses special topics in accounting including international accounting, estate and trust, bankruptcy and fund accounting, including governmental, not-for-profit, and hospital accounting. This course prepares students interested in sitting for the FAR section of the CPA exam. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 780 Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 691 and Approval of supervising professor and program director

ACC 782 AIS, ERP, and Accounting Analytics

This course offers an enhanced understanding of accounting information systems (AIS) through hands-on exercises and internal control analyses. This course provides experience in a comprehensive enterprise resource planning (ERP) system, namely SAP. Using traditional business transactions, students will experience the complexities of an ERP system, become familiar with the internal control problems specific to ERP systems, and understand the similarities to, and differences from, traditional accounting systems. It includes hands-on experience creating and analyzing transactions in SAP modules; assessing the modules' internal controls; and synthesizing current AIS/ERP issues, such as security and privacy, disaster recovery, block chain, cryptocurrencies, anti-fraud, and audit resources, control and audit systems, and XBRL. It also includes hands-on exercises in Lumira, a data visualization and accounting analytics application. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 784 Adv Auditing/ Fin Forensics

This is an advanced course that assumes students have a strong background in auditing with either an undergraduate course in auditing or work experience as an auditor. The course utilizes CPA Examination Review materials, quizzes, and testing to prepare students for the CPA Examination while expanding their knowledge in professional ethics, risk assessment, internal control, audit evidence, auditor's reports and forensic services. Financial forensic methodology is examined as an example of other services performed by Certified Public Accountants focusing on the Rules of Evidence, preparing an expert witness report, and ethical considerations.

ACC 790 Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 691, and other prerequisite(s) may be required depending on the topic

ACC 791 Decision-Making Mgt Acct

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

Business Systems and Analytics**BSA 700 Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term. Prerequisite(s): MBA 693

BSA 705 Emerging Bus Sys & Analytics

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

BSA 710 Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database. Prerequisite(s): MBA 693

BSA 720 Data Warehousing and Data Mining

This course focuses on data warehousing and data mining in organizations. Topics covered in the course include: data warehousing and mediation techniques aimed at integrating distributed, heterogeneous data sources; data mining techniques such as rule-based learning, decision trees, association rule mining, and statistical analysis for discovery of patterns in the integrated data; and evaluation and interpretation of the mined patterns using visualization techniques. Prerequisite(s): MBA 693

BSA 725 Healthcare Analytics

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations. Prerequisite(s): MBA 693

BSA 730 Optimization and Simulation

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory. Prerequisite(s): MBA 693

BSA 740 Data Visualization

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles. Prerequisite(s): MBA 693

BSA 780 Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 693 and Approval of supervising professor and program director

BSA 790 Special Topics in BSA**Finance****FIN 725 Financing Health Systems**

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector. Prerequisite(s): MBA 691 and MBA 692

FIN 732 Financial Analytics

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models. Prerequisite(s): MBA 692, MBA 693

FIN 746 Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss 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(s): MBA 692

FIN 748 Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry. Prerequisite(s): MBA 692

FIN 754 Derivative Instruments

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

FIN 756 Enterprise Risk Analysis**FIN 764 Portfolio Management**

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

FIN 765 Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms. Prerequisite(s): MBA 692

FIN 767 Mergers and Acquisitions

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

FIN 780 Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 692, and approval of supervising professor and program director

FIN 783 Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course. Prerequisite(s): MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

FIN 790 Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 692

Masters of Business Administration**MBA 590 Professional Development Seminar**

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

MBA 592 Written Communication Skills for Business

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

MBA 601 Financial Accounting

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

MBA 602 Financial Markets

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

MBA 603 Business Economics for Managers

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined.

Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 690 Creating Customers Through Effective Marketing Management

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

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. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting problems and cases. Prerequisite(s): MBA 601

MBA 692 Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. Prerequisite(s): MBA 601, MBA 602, and Completion of MBA Math (if not waived)

MBA 693 Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics - the use of data to determine the best course of action in the future. Prerequisite(s): Completion of online Math Assessment (if not waived).

MBA 810 Developing Your Leadership Skills

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, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. 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 811 Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

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 can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment. Prerequisite(s): MBA 693

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 from the perspective of investors, creditors and management. Prerequisite(s): All foundation courses, MBA 691, MBA 692

MBA 840 Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders. Prerequisite(s): All required foundation courses

MBA 902 Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Faculty

Interim Dean: Yusuf Joseph Ugras, Ph.D.

Program Director: Nicole Blair, M.B.A., M.S.

Professors: Ambrose, Barenbaum, Buch, Borkowski, Cooper, Fornaciari, Jiang, Miller, Meisel, Schubert, Smither, Tavana, Wentzel

Associate Professors: Chia, Kennedy, Lafond, Leaby, Pierce, Plump, Reardon, Szabat, Ugras, Walsh

Assistant Professors: Adams, Bruce, Coyle, DiPietro, Dynan, Otto, Radetskiy, Varzгани

Program Contact Information

Full-Time MBA Program

Founders' Hall Room 233

gradbusiness@lasalle.edu (MBA@lasalle.edu)

(215) 438-6676

Staff Contact Information

Nicole Blair, Director of Graduate Business Programs

215.438.6676

blairn@lasalle.edu

If you have any questions regarding the Full-Time MBA program, please contact: gradbusiness@lasalle.edu (mba@lasalle.edu) or visit our website www.lasalle.edu/mba (<http://www.lasalle.edu/mba/>).

Business Administration, MBA (Online)

Program Description

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 to connect, collaborate and learn.

The La Salle MBA curriculum is delivered in a fully online program, which provides working professionals with greater flexibility and convenience as they move through the program. We have developed a learning experience that leverages the latest teaching and learning technologies to deliver an environment to deepen our students' understanding of business and markets, and improve their decision making skills. With the Lasallian emphasis on the value and impact of personalized interactions among professors and classmates, our students are fully engaged in their education.

La Salle's online MBA program teaches our students the application of the latest business and analytical thinking and facilitates the development of their professional and people-oriented skills. In the virtual classroom, our faculty stress the interaction of theoretical knowledge with practical experience and shared ideas. They also challenge our MBA students to maximize their "natural" resources for success. 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.

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor or take a semester off, if necessary.

The School of Business and the MBA Programs, including the Online MBA, are accredited by the most prestigious worldwide business school accrediting organization AACSB International, the Association to Advance Collegiate Schools of Business.

Mission

School of Business' Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with

the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

Online MBA Program Mission

La Salle University's Online MBA Program 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 to connect, collaborate and learn.

Program Specific Information

Business education has been part of the La Salle curriculum since its founding in 1863. The School of Business, one of three schools in the University, was established in 1955, and its MBA program began in 1976.

As a business school in a Catholic, Lasallian University, students are taught fundamental business knowledge and skills within an ethical framework which emphasizes the primacy and value of human dignity.

Accreditation

The Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB International) which establishes standards designed to ensure excellence. Less than 5 percent of the world's business schools are accredited by AACSB. As an AACSB-accredited business school, the Dean's office and faculty use continuous quality-improvement processes to ensure that the many offerings of the School of Business are of the highest quality.

STEM Designation

The MBA program with Business Systems and Analytics (BSA) specialization meets the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

Admission Deadlines

- **Application deadline** - the deadline to complete an application for consideration of admission for a particular term is 2 weeks prior to the start of that term.
- **Documentation deadline** - The deadline to submit all corresponding documentation for admission consideration is two Friday's prior to the start of that particular term.
- **Registration deadline** - The deadline to register is the Wednesday prior to the start of the term.
- **Tuition Payment deadline** - The deadline to submit tuition payment is the Friday prior to the start of each term.

The specific dates for each term can be found on our website. Contact the MBA office if you have any questions at gradbusiness@lasalle.edu.

Admission Requirements

The Admission Committee of the MBA Program evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. **Note that an undergraduate business degree is not necessary for admission to the MBA Program.** The structure of the La

Salle MBA program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, he/she must submit the following information:

- Application (Online)
- Official transcripts from the college/university from which a bachelor's degree was earned, and, if applicable, Master's degree. Applicants will be notified additional transcripts must be submitted for advising purposes.
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE).
- Professional resume

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see the section below "Waiver of GMAT or GRE".

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; the admission committee's decisions are based on evaluating many factors to determine a student's potential for success in the MBA program.

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

Waiver of GMAT or GRE Requirement

Applicants that have earned a master's degree or higher from a program accredited in its discipline will be waived from the GMAT or GRE exam requirement. Additionally, applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

The GMAT (or GRE) may be waived for additional applicants at the discretion of the Admission Committee upon reviewing an applicants overall profile.

The GMAT/GRE may be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students are eligible to take up to 12 credits in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB-accredited institution prior to being admitted to the La Salle MBA program. Each request will be evaluated on its own merits, but the student must have received a grade of "B" or better for the course to be considered for transfer. No more than a total six hours of graduate

credit can be transferred; courses in the Core, Specialization (General Track), Foundation and Executive Perspectives will be considered for transfer.

Transferred specialization courses will only count towards fulfilling the General Business Administration Specialization requirements, as specializations (Accounting, Finance, Marketing, Business Systems and Analytics, and Management) are only granted for courses completed at La Salle University.

Degree or Certificate Earned

M.B.A.

Required for Program Completion

- Courses
 - Between 11 and 15 Courses
- Credits
 - Between 33 and 42 Credit Hours
- GPA
 - 3.0

Program Goals

The MBA program's goals are to deepen our student's business knowledge, develop their organizational and leadership skills, and sharpen their decision making.

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership Skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

Student Learning Outcomes

The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:

Strategic thinking through integrating discipline-specific business knowledge

- Demonstrate the ability to integrate business disciplines to achieve strategic objectives.
- Demonstrate the ability to identify and evaluate the usefulness of various competitive strategies (e.g., adaptive, market entry, positioning) that firms use within domestic and global markets.

Leadership Skills

- Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills.
- Demonstrate the ability to work effectively and collaboratively in a team.

Business-related oral and written communication skills

- Demonstrate the ability to prepare and deliver a professional presentation on a business issue.

- Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

Awareness of how the business environment influences decision-making

- Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies.
- Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

Knowledge and skill concerning financial analysis, reporting, and markets

- Demonstrate the ability to evaluate the financial position of for-profit organizations through the examination of financial information contained in balance sheets, income statements, cash flow statements, and footnotes, as well as information gathered from other sources (such as public filings, business news publications, and websites) in order to enable stakeholders (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

Tuition and Fees

Students may find the tuition and fee schedule on the Financial Aid website (<https://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

There are loan programs available for online graduate students. Information about financial aid and the application forms may be obtained from Student Financial Services (<https://www.lasalle.edu/financialaid/>), La Salle University, Philadelphia, PA 19141 or by calling 215.951.1070.

MBA Academic Standing and Graduation Requirements

All students in La Salle University's MBA programs are required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). Students whose academic performance falls below this standard are subject to academic review by the Director of the respective MBA program, and may be required to withdraw from the program, revise their course of study or repeat specific classes.

Students with a cumulative grade point average below 3.0 are automatically in academic jeopardy whether or not they receive written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with their respective MBA Director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

To graduate from the MBA Program at La Salle, students must:

- Have a minimum of a 3.0 G.P.A. overall within the MBA program,
- Maintain a "C" or better in all the required courses, and
- Receive no more than two grades of "below" a B- in the MBA program.

Should students:

- Fail a course; they may retake the course by paying the current pertinent tuition. No more than two course retakes are allowed in the MBA program.

- Complete all required courses, but fall below a 3.0 cumulative G.P.A. requirement, they will not be eligible to graduate. In this case, the students may retake up to two courses to improve their G.P.A. to a 3.0 or higher, as long as the total number of course retakes in the program does not exceed two courses.

In extraordinary circumstances, a student may be permitted to earn one additional "C" or retake one additional course at the program Director's discretion, as long as all other graduation requirements are met.

Academic Requirements

Students must complete between 33 and 42 credits to achieve the MBA degree in the online format at La Salle University. The total number of credits required depends upon the student's academic and professional backgrounds.

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 management skills. The following three courses (2 credits each) are required but may be waived based on a student's academic and professional background.

The Core

The following courses (3 credits each) provide students with the theoretical basis and practical applications of marketing, accounting, business analytics and financial management. Through the use of a variety of analytical, problem-solving approaches to business situations, the Core courses expose the students to both the needed depth of analyses and broad business perspectives required for operational, financial and strategic decision making.

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization track selected. Courses must be completed after the Core Courses and any other prerequisites for the courses. The specialization offerings have been determined by student interest and market need.

- Accounting
- Business Systems and Analytics
- Finance
- Health Systems Management
- Management
- Marketing
- General Business Administration

To complete a General Business Administration specialization, students can take three courses from the courses listed below. This option provides the most flexibility in creating an MBA program tailored to a student's interests.

Students may elect to complete a dual-specialization as part of their MBA program. Since the variations are many, students meet with the Program Director to discuss what would be required for a dual-specialization.

Executive Perspectives

The following courses (3 credits each) provide students with a greater understanding of leading people and organizations. Topics include: assessing and developing one's leadership and managerial skills; learning how to use technology for managing the vast array of data

and information sources; applying the appropriate analytical tools and business factors in making business decisions and evaluating their financial impact; and developing the business, human resource and organizational perspectives needed by executives as they make both strategic and operational decisions.

Integrative Capstone

The following course (3 credits) is taken the final year of the program. This course provides the opportunity to integrate what has been learned in the Core, Specialization, and Executive Perspective courses while adding global perspectives and reinforcing the ethical dimensions of decision making needed for success in business today.

Code	Title	Credits
Foundation		
MBA 601	Financial Accounting	2
MBA 602	Financial Markets	2
MBA 603	Business Economics for Managers	2
The Core		
MBA 690	Creating Customers Through Effective Marketing Management	3
MBA 691	Managerial Accounting for Decision Making, Planning, and Control	3
MBA 692	Financial Performance: Control and Measurement	3
MBA 693	Business Analytics for Informed and Effective Decision Making	3
Specialization		
Select one of the following Specializations:		9
<i>Accounting</i>		
ACC 704	Financial Accounting Theory and Current Practices	
ACC 731	Accounting Analytics	
ACC 782	AIS, ERP, and Accounting Analytics	
ACC 791	Decision-Making Mgt Acct	
<i>Business Systems and Analytics</i>		
BSA 700	Business Applications Programming	
BSA 710	Systems Analysis and Database Design	
BSA 720	Data Warehousing and Data Mining	
BSA 725	Healthcare Analytics	
BSA 730	Optimization and Simulation	
BSA 740	Data Visualization	
<i>Finance</i>		
FIN 725	Financing Health Systems	
FIN 732	Financial Analytics	
FIN 748	Financial Instruments and Markets	
FIN 764	Portfolio Management	
FIN 765	Global Financial Management	
<i>Health Systems Management</i>		
BSA 725	Healthcare Analytics	
FIN 725	Financing Health Systems	
MGT 725	Health Systems Management	
<i>Management</i>		
MGT 725	Health Systems Management	
MGT 739	Managing Cultural Diversity in the Workplace	
MGT 741	Org Devel & Consul Proc	
MGT 760	Human Resource Management	

MGT 790	Special Topics in Management and Leadership	
Marketing		
MKT 730	Strategic Marketing Analytics	
MKT 732	Consumer Behavior	
MKT 739	International Marketing	
General Business Administration		
To complete a General Business Administration specialization, students can take three courses from the courses listed above.		
Executive Perspectives		
MBA 810	Developing Your Leadership Skills	3
MBA 820	Information Technology for Decision-Making	3
MBA 830	Financial Statement Analysis	3
MBA 840	Frameworks for Socially Responsible Decision Making	3
Integrative Capstone		
MBA 902	Competitive Strategy	3
Total Credits		42

Course Sequence

A student's course sequence and timing will be based upon prior academic achievement, professional experience and the student's program completion plans. (The sequencing is also dependent upon the university's course schedules for each academic year). Upon acceptance to the program, students will receive a Model Roster with the course requirements and a recommended course sequence to complete their degree.

- It is recommended for students to take one course per term for those that are currently working full-time.
- Students must complete the Foundation Courses before progressing in the program.
- All required Foundation, Core, Executive Perspective, and Integrative Reasoning course every term.
- Specialization courses are not offered every term. Some courses may only be offered once a year. It is important for students to determine which specialization courses they wish to complete early on in the program to properly build them into the course sequence.

The online MBA courses are offered in 8-week terms, five times per year. The terms begin in August, October, January, March, and May. New students can enroll in any of the five-starts.

Automatic enrollment has been implemented for the online MBA program. All registration is done by the MBA office, and students will not have to register on their own. The MBA office will follow the recommended course sequence provided at the time of acceptance.

Course Descriptions

Accounting

ACC 704 Financial Accounting Theory and Current Practices
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(s): MBA 691

ACC 731 Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math. Prerequisite(s): MBA 691

ACC 764 Federal Taxation and Regulation

This course develops skills in identifying and researching issues in taxation, and explores advanced topics in federal taxation of individuals, property transactions and business entities including C corporations, partnerships, S corporations, trusts and estates and tax-exempt organizations. Additional topics include coverage of ethics and responsibilities in tax practice and differences between tax and financial accounting. This course entails the hands-on use of the tax research service 'CCH IntelliConnect' and prepares students interested in sitting for the REG section of the CPA exam. Prerequisite(s): Enrollment in the 4-Year BS/MBA Program or the OY MBA Program

ACC 770 Advanced Accounting Topics and Governmental Accounting

This course assesses special topics in accounting including international accounting, estate and trust, bankruptcy and fund accounting, including governmental, nor-for-profit, and hospital accounting. This course prepares students interested in sitting for the FAR section of the CPA exam. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 780 Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 691 and Approval of supervising professor and program director

ACC 782 AIS, ERP, and Accounting Analytics

This course offers an enhanced understanding of accounting information systems (AIS) through hands-on exercises and internal control analyses. This course provides experience in a comprehensive enterprise resource planning (ERP) system, namely SAP. Using traditional business transactions, students will experience the complexities of an ERP system, become familiar with the internal control problems specific to ERP systems, and understand the similarities to, and differences from, traditional accounting systems. It includes hands-on experience creating and analyzing transactions in SAP modules; assessing the modules' internal controls; and synthesizing current AIS/ERP issues, such as security and privacy, disaster recovery, block chain, cryptocurrencies, anti-fraud, and audit resources, control and audit systems, and XBRL. It also includes hands-on exercises in Lumira, a data visualization and accounting analytics application. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 784 Adv Auditing/ Fin Forensics

This is an advanced course that assumes students have a strong background in auditing with either an undergraduate course in auditing or work experience as an auditor. The course utilizes CPA Examination Review materials, quizzes, and testing to prepare students for the CPA Examination while expanding their knowledge in professional ethics, risk assessment, internal control, audit evidence, auditor's reports and forensic services. Financial forensic methodology is examined as an example of other services performed by Certified Public Accountants focusing on the Rules of Evidence, preparing an expert witness report, and ethical considerations.

ACC 790 Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 691, and other prerequisite(s) may be required depending on the topic

ACC 791 Decision-Making Mgt Acct

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

Business Systems & Analytics**BSA 700 Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term. Prerequisite(s): MBA 693

BSA 705 Emerging Bus Sys & Analytics

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

Corequisite: MBA 820

BSA 710 Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database. Prerequisite(s): MBA 693

BSA 720 Data Warehousing and Data Mining

This course focuses on data warehousing and data mining in organizations. Topics covered in the course include: data warehousing and mediation techniques aimed at integrating distributed, heterogeneous data sources; data mining techniques such as rule-based learning, decision trees, association rule mining, and statistical analysis for discovery of patterns in the integrated data; and evaluation and interpretation of the mined patterns using visualization techniques. Prerequisite(s): MBA 693

BSA 725 Healthcare Analytics

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations. Prerequisite(s): MBA 693

BSA 730 Optimization and Simulation

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory. Prerequisite(s): MBA 693

BSA 740 Data Visualization

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles. Prerequisite(s): MBA 693

BSA 780 Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 693 and Approval of supervising professor and program director

BSA 790 Special Topics in BSA

Finance

FIN 725 Financing Health Systems

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector.

Prerequisite(s): MBA 691 and MBA 692

FIN 732 Financial Analytics

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models. Prerequisite(s): MBA 692, MBA 693

FIN 746 Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss 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(s): MBA 692

FIN 748 Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry. Prerequisite(s): MBA 692

FIN 754 Derivative Instruments

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

FIN 756 Enterprise Risk Analysis

FIN 764 Portfolio Management

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

FIN 765 Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms. Prerequisite(s): MBA 692

FIN 767 Mergers and Acquisitions

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

FIN 780 Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 692, and approval of supervising professor and program director

FIN 783 Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course. Prerequisite(s): MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

FIN 790 Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 692

Masters of Business Administration

MBA 590 Professional Development Seminar

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

MBA 592 Written Communication Skills for Business

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

MBA 601 Financial Accounting

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

MBA 602 Financial Markets

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

MBA 603 Business Economics for Managers

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined.

Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 690 Creating Customers Through Effective Marketing Management

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

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. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting problems and cases. Prerequisite(s): MBA 601

MBA 692 Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. Prerequisite(s): MBA 601, MBA 602, and Completion of MBA Math (if not waived)

MBA 693 Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics - the use of data to determine the best course of action in the future. Prerequisite(s): Completion of online Math Assessment (if not waived).

MBA 810 Developing Your Leadership Skills

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, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. 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 811 Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

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 can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment. Prerequisite(s): MBA 693

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 from the perspective of investors, creditors and management. Prerequisite(s): All foundation courses, MBA 691, MBA 692

MBA 840 Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders. Prerequisite(s): All required foundation courses

MBA 902 Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Management**MGT 725 Health Systems Management**

This course provides students with a comprehensive macro approach to health delivery systems and the competencies required to manage this transforming industry. Students will examine current and future health utilization trends from the perspective of the provider, consumer, insurer and regulator. Particular attention will be given to how these stakeholders impact the role of the manager in a health systems organization. The course will examine the relative strengths and weaknesses of our current system compared to other nations. We will explore the delivery of health services associated with population and public health and how behavior influences the provision of these services. The course will highlight the logistics of the health care system, its organization, workforce makeup, finances, its cost and related value, and how technology and information systems impact the industry. The course will also provide an overview of the future of health care delivery in the United States and health care policy.

MGT 730 Nonprofit Management

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

MGT 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(s): MBA 810

MGT 741 Org Devel & Consul Proc

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

MGT 752 Managerial Skills Laboratory

This course provides an opportunity for self-assessment and improvement of the skills critical to an effective manager. The design of the course promotes interaction between students and active participation in classroom activities. The objective is to learn conceptual versatility and behavioral techniques that can be practiced in the laboratory setting then applied in a work situation. The course schedule for the Skills Lab is over 4 days (two full weekends) plus a Friday evening follow-up session, and full participation is required. Because of this compressed time frame, there is no hybrid or other online component to this course. Prerequisite(s): 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. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success. Prerequisite(s): MBA 810

MGT 770 Special Topics**MGT 780 Applied Research in Management and Leadership**

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 810 and approval of supervising professor and program director

MGT 790 Special Topics in Management and Leadership

This course will explore a topic of contemporary interest related to management and leadership. Topics will vary and may include Performance Management: Challenges, Trends, and Controversies; Conflict and Negotiations; What Every Business Student Should Know about Workplace Rights and Responsibilities; and Managing by Design. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 810, other prerequisite(s) may be required depending on the topic

Marketing**MKT 720 Advanced Digital Marketing Strategies**

This course provides students with the most up-to-date and comprehensive overview of major digital marketing channels and platforms – Search Engine, Digital Display, Video, Mobile, and Social Media. It will teach students how to conceptualize and integrate digital marketing into a firm's overall marketing efforts. Students will complete the course with in-depth knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation, and students will also learn how to measure digital marketing efforts and calculate Return on Investment. Prerequisite(s): MBA 690

MKT 730 Strategic Marketing Analytics

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. This course introduces today's most valuable marketing research and analytics methods and tools and offers a best-practice methodology for successful implementation. Hands-on exercises, assignments, and case studies provide students an opportunity to apply the marketing research and analytics techniques for solving key problems ranging from product development, segmentation, pricing, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

MKT 732 Consumer Behavior

The course examines the social, cultural, psychological, and economic influences on consumer behavior. It looks at the applications of behavioral science principles to the development of marketing strategies. Prerequisite(s): MBA 690

MKT 739 International Marketing

This course offers a managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing. Prerequisite(s): MBA 690

MKT 771 Services Marketing

Services dominate the U.S. economy and play a critical role in setting businesses apart from competition across the globe and in the industry sectors. The course focuses on the unique challenges of managing services and delivering quality service to customers. The attraction, retention, and building of strong customer relationships through quality service are central to the course. The course is equally applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, and professional service, etc.) and to organizations that depend on service excellence for a competitive advantage (e.g., high tech manufactures, automotive, and industrial products, etc.). The underlying theme of the course is that management issues in services are often different from those in manufacturing, and this has important implications for marketing strategy and implementation. This theme will be developed through a series of lectures, videos, class discussions, and both individual and group exercises. Prerequisite(s): MBA 696

MKT 780 Applied Research in Marketing

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 690, and approval of supervising professor and program director

MKT 784 Euro Seminar-Marketing**MKT 785 Pacific Rim Sem in Mkt****MKT 790 Special Topics in Marketing**

This course will explore a topic of contemporary interest related to Marketing. Topics will vary and may include Product Innovation and Design Thinking, Services Marketing, Sales Management and Leadership, and Travel Study. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 690; other prerequisite(s) may be required depending on the topic

Faculty

Interim Dean: Yusuf Joseph Ugras, Ph.D.

Program Director: Nicole Blair, M.B.A., M.S.

Professors: Ambrose, Barenbaum, Buch, Borkowski, Cooper, Fornaciari, Jiang, Miller, Meisel, Schubert, Smither, Tavana, Wentzel

Associate Professors: Chia, Kennedy, Lafond, Leaby, Pierce, Plump, Reardon, Szabat, Ugras, Walsh

Assistant Professors: Adams, Bruce, Coyle, DiPietro, Dynan, Otto, Radetskiy, Varzгани

Program Contact Information

Online MBA Program

Founders' Hall Room 233

gradbusiness@lasalle.edu

(215) 438-6676

Staff Contact Information

Nicole Blair, Director of Graduate Business Programs

215.438.6676

blairn@lasalle.edu

If you have any questions regarding the Online MBA program, please contact: gradbusiness@lasalle.edu or visit our website at <https://online.lasalle.edu/degrees/business/mba/>

Business Administration, MBA (Part-Time Hybrid)

Program Description

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 and academic backgrounds come together in contemporary classroom setting to engage in rich, practical learning experiences.

The part-time MBA program is structured in a Hybrid format which allows working professionals greater flexibility and convenience as they move through the program. Courses are delivered in mix of hybrid and fully online courses. The hybrid courses are 50% online and 50% in the classroom. By leveraging the latest teaching and learning technologies, the educational experience reflects the ways in which companies operate today. This new approach creates an effective educational experience for working professionals attending as part time students.

La Salle's Part-Time Hybrid MBA program is:

- **Innovative** – Students learn and apply the latest business thinking in highly interactive courses. The combination of online and in-person learning and skill development parallels the ways in which professionals learn today.
- **Flexible** – The program provides students with face-to-face and meaningful interaction with their instructors and classmates and gives our students significant flexibility to balance the demands of their professional, personal, and educational lives.
- **Invaluable** – La Salle's MBA program provides outstanding graduate business education in a unique learning environment. Throughout the program, students are continuously developing skills and acquiring knowledge that can be applied immediately in the workplace and serve as a foundation for long-term career success.
- **Collaborative Learning** – The program facilitates students working together and networking with a diverse group of peers from a range of industries, including financial services, manufacturing, healthcare, telecommunications, supply chain, nonprofit, and government.

La Salle understands the lifestyles of its MBA students and is committed to making sure that it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. The MBA program is offered at the Main Campus in Northwest Philadelphia and select courses are offered at a satellite location in Plymouth Meeting, PA.

La Salle's MBA faculty challenge students to maximize their "natural" resources for success. The part-time hybrid nature of this program brings students in direct contact with other business professionals, creating a classroom experience that blends current business theory with practical, hands-on instruction. The faculty stress the interaction of theoretical knowledge with practical experience and shared ideas, which facilitates the application of their learning to the workplace. Professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

The School of Business and the MBA Program are accredited by one of higher education's most prestigious accrediting bodies—AACSB International, the Association to Advance Collegiate Schools of Business.

Mission

School of Business' Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

Part-Time MBA Program Mission

Our Part-Time Hybrid Master of Business Administration Program enables students to develop and strengthen the leadership skills and functional knowledge necessary for the advancement of their careers and life goals. It is a program where experienced people from diverse professional backgrounds come together in a contemporary classroom setting to integrate their broad range of professional experience with theoretical knowledge.

Program Specific Information

Business education has been part of the La Salle curriculum since its founding in 1863. The School of Business, one of three schools in the University, was established in 1955, and its MBA program began in 1976. As a business school in a Catholic, Lasallian University, students are taught fundamental business knowledge and skills within an ethical framework which emphasizes the primacy and value of human dignity.

Accreditation

The Business School is accredited by the Association to Advance Collegiate Schools of Business (AACSB International), which establishes standards designed to ensure excellence. Less than 5 percent of the world's business schools are accredited by AACSB. As an AACSB-accredited business school, the Dean's office and faculty use continuous quality-improvement processes to ensure that the many offerings of the School of Business are of the highest quality.

STEM Designation

The MBA program with Business Systems and Analytics (BSA) specialization meets the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

Admission Deadlines

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

Admission Requirements

The Admission Committee of the MBA Program evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. **Note that an undergraduate business degree is not necessary for admission to the MBA Program.** The structure of the La Salle MBA program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, he/she must submit the following information:

- Application (Online)
- Official transcripts from the college/university from which a bachelor's degree was earned, and, if applicable, Master's degree. Applicants will be notified additional transcripts must be submitted for advising purposes.
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE).
- Professional resume

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see the section below "Waiver of GMAT or GRE".

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
gradbusiness@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; the admission committee's decisions are based on evaluating many factors to determine a student's potential for success in the MBA program.

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

Waiver of GMAT or GRE Requirement

Applicants that have earned a master's degree or higher from a program accredited in its discipline will be waived from the GMAT or GRE exam requirement. Additionally, applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

The GMAT (or GRE) may be waived for additional applicants at the discretion of the Admission Committee upon reviewing an applicant's overall profile.

The GMAT/GRE may be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students are eligible to take up to 12 credits in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Transfer Credit

An applicant may request the transfer of graduate credit(s) earned at another AACSB-accredited institution prior to being admitted to the La Salle MBA program. Each request will be evaluated on its own merits, but the student must have received a grade of "B" or better for the course to be considered for transfer. No more than a total six hours of graduate credit can be transferred; courses in the Core, Specialization (General Track), Foundation and Executive Perspectives will be considered for transfer.

Transferred specialization courses will only count towards fulfilling the General Business Administration Specialization requirements, as specializations (Accounting, Finance, Marketing, Business Systems and Analytics, Management and Strategic Communication) are only granted for courses completed at La Salle University.

Degree or Certificate Earned

M.B.A.

Required for Program Completion

- Courses
 - Between 11 and 15 Courses
- Credits
 - Between 33 and 42 Credit Hours
- GPA
 - 3.0

Program Goals

The MBA program's goals are to deepen our student's business knowledge, develop their organizational and leadership skills, and sharpen their decision making.

- Strategic thinking through integrating discipline-specific business knowledge
- Leadership Skills
- Business-related oral and written communication skills
- Awareness of how the business environment influences decision-making
- Knowledge and skill concerning financial analysis, reporting, and markets

Student Learning Outcomes

The MBA program's learning goals are structured to advance our students skills and knowledge in the following areas:

Strategic thinking through integrating discipline-specific business knowledge

- Demonstrate the ability to integrate business disciplines to achieve strategic objectives.
- Demonstrate the ability to identify and evaluate the usefulness of various competitive strategies (e.g., adaptive, market entry, positioning) that firms use within domestic and global markets.

Leadership Skills

- Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills.

- Demonstrate the ability to work effectively and collaboratively in a team.

Business-related oral and written communication skills

- Demonstrate the ability to prepare and deliver a professional presentation on a business issue.
- Demonstrate the ability to write a clear, concise, and well-organized professional presentation of a business issue.

Awareness of how the business environment influences decision-making

- Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies.
- Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business.

Knowledge and skill concerning financial analysis, reporting, and markets

- Demonstrate the ability to evaluate the financial position of for-profit organizations through the examination of financial information contained in balance sheets, income statements, cash flow statements, and footnotes, as well as information gathered from other sources (such as public filings, business news publications, and websites) in order to enable stakeholders (management, shareholders, creditors, etc.) to understand a firm's progress in maximizing its value to stakeholders.

Tuition and Fees

Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

There are loan programs available for online graduate students. Information about financial aid and the application forms may be obtained from Student Financial Services (<https://www.lasalle.edu/financialaid/>), La Salle University, Philadelphia, PA 19141 or by calling 215.951.1070.

MBA Academic Standing and Graduation Requirements

All students in La Salle University's MBA programs are required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). Students whose academic performance falls below this standard are subject to academic review by the Director of the respective MBA program, and may be required to withdraw from the program, revise their course of study or repeat specific classes.

Students with a cumulative grade point average below 3.0 are automatically in academic jeopardy whether or not they receive written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with their respective MBA Director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

To graduate from the MBA Program at La Salle, students must:

- Have a minimum of a 3.0 G.P.A. overall within the MBA program,
- Maintain a "C" or better in all the required courses, and
- Receive no more than two grades of "below" a B- in the MBA program.

Should students:

- Fail a course; they may retake the course by paying the current pertinent tuition. No more than two course retakes are allowed in the MBA program.
- Complete all required courses, but fall below a 3.0 cumulative G.P.A. requirement, they will not be eligible to graduate. In this case, the students may retake up to two courses to improve their G.P.A. to a 3.0 or higher, as long as the total number of course retakes in the program does not exceed two courses.

In extraordinary circumstances, a student may be permitted to earn one additional "C" or retake one additional course at the program Director's discretion, as long as all other graduation requirements are met.

Academic Requirements

Students must complete between 33 and 42 credits to complete the MBA degree at La Salle University. The total number of credits required depends upon the student's academic and professional background.

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 management skills. The following three courses (2 credits each) are required but may be waived based on a student's academic and professional background. **These courses will be offered in a fully online, 8-week format.**

The Core

The following courses (3 credits each) provide students with the theoretical basis and practical applications of marketing, accounting, business analytics and financial management. Through the use of a variety of analytical, problem-solving approaches to business situations, the Core courses expose the students to both the needed depth of analyses and broad business perspectives required for operational, financial and strategic decision making.

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization track selected. Courses must be completed after the Core Courses and any other prerequisites for the courses. The specialization offerings have been determined by student interest and market need. Select courses are offered in a hybrid format but many of the specialization courses will be offered exclusively in a fully online, 8-week format.

- Accounting
- Business Systems and Analytics
- Finance
- Health Systems Management
- Management
- Marketing
- Strategic Communication
- General Business Administration

To complete a General Business Administration specialization, students can take three courses from the courses listed below. This option provides the most flexibility in creating an MBA program tailored to a student's interests.

Students may elect to complete a dual-specialization as part of their MBA program. Since the variations are many, students meet with the Program Director to discuss what would be required for a dual-specialization.

General Business Administration

To complete a General Business Administration specialization, students can take three courses from the courses listed above. This option provides the most flexibility in creating an MBA program tailored to a student's interests.

Students may elect to complete a dual-specialization as part of their MBA program. Since the variations are many, students meet with the Program Director to discuss what would be required for a dual-specialization.

Executive Perspectives

The following courses (3 credits each) provide students with a greater understanding of leading people and organizations. Topics include: assessing and developing one's leadership and managerial skills; learning how to use technology for managing the vast array of data and information sources; applying the appropriate analytical tools and business factors in making business decisions and evaluating their financial impact; and developing the business, human resource and organizational perspectives needed by executives as they make both strategic and operational decisions.

Integrative Capstone

The following course (3 credits each) is taken the final year of the program. This course provides 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.

Code	Title	Credits
Foundation		
MBA 601	Financial Accounting	2
MBA 602	Financial Markets	2
MBA 603	Business Economics for Managers	2
The Core		
MBA 690	Creating Customers Through Effective Marketing Management	3
MBA 691	Managerial Accounting for Decision Making, Planning, and Control	3
MBA 692	Financial Performance: Control and Measurement	3
MBA 693	Business Analytics for Informed and Effective Decision Making	3
Specialization		
Select one of the following Specializations:		9
Accounting		
ACC 704	Financial Accounting Theory and Current Practices	
ACC 731	Accounting Analytics	
ACC 782	AIS, ERP, and Accounting Analytics	
ACC 791	Decision-Making Mgt Acct	
Business Systems and Analytics		
BSA 700	Business Applications Programming	

BSA 710	Systems Analysis and Database Design	
BSA 720	Data Warehousing and Data Mining	
BSA 725	Healthcare Analytics	
BSA 730	Optimization and Simulation	
BSA 740	Data Visualization	
Strategic Communication		
COM 680		
or MGT 739 Managing Cultural Diversity in the Workplace		
COM 610	Leadership Communication	
COM 614	Conflict Resolution, Negotiation, and Mediation	
COM 641	Social Media	
MGT 742		
Finance		
FIN 725	Financing Health Systems	
FIN 732	Financial Analytics	
FIN 748	Financial Instruments and Markets	
FIN 764	Portfolio Management	
FIN 765	Global Financial Management	
Health Systems Management		
BSA 725	Healthcare Analytics	
FIN 725	Financing Health Systems	
MGT 725	Health Systems Management	
Management		
MGT 725	Health Systems Management	
MGT 739	Managing Cultural Diversity in the Workplace	
MGT 741	Org Devel & Consul Proc	
MGT 760	Human Resource Management	
MGT 790	Special Topics in Management and Leadership	
Marketing		
MKT 730	Strategic Marketing Analytics	
MKT 732	Consumer Behavior	
MKT 739	International Marketing	
General Business Administration		
To complete a General Business Administration specialization, students can take three courses from the courses listed above.		
Executive Perspectives		
MBA 810	Developing Your Leadership Skills	3
MBA 820	Information Technology for Decision-Making	3
MBA 830	Financial Statement Analysis	3
MBA 840	Frameworks for Socially Responsible Decision Making	3
Integrative Capstone		
MBA 902	Competitive Strategy	3
Total Credits		42

Course Sequence

A student's course sequence and timing will be based upon prior academic achievement, professional experience and the student's program completion plans. (The sequencing is also dependent upon the university's course schedules for each academic year). Upon acceptance to the program, students will receive a Model Roster with the course requirements and a recommended course sequence to complete their degree.

- Students must complete the Foundation Courses, before progressing in the program.
- Most of our specialization courses are offered in a fully online, 8-week term. The BSA courses, and a few others, are offered in a hybrid 8-week format. Some courses may only be offered one time per year. It is important for students to determine which specialization courses they wish to complete early on in the program to properly build them into the course sequence.

MBA courses are offered in a 16-week hybrid format, as well as a select few courses in an 8-week, fully on-line and hybrid format.

New students can enroll at the start of the Fall (August), Spring (January) or Summer (May) semesters.

Course Descriptions

Accounting

ACC 704 Financial Accounting Theory and Current Practices

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(s): MBA 691

ACC 731 Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math. Prerequisite(s): MBA 691

ACC 764 Federal Taxation and Regulation

This course develops skills in identifying and researching issues in taxation, and explores advanced topics in federal taxation of individuals, property transactions and business entities including C corporations, partnerships, S corporations, trusts and estates and tax-exempt organizations. Additional topics include coverage of ethics and responsibilities in tax practice and differences between tax and financial accounting. This course entails the hands-on use of the tax research service 'CCH IntelliConnect' and prepares students interested in sitting for the REG section of the CPA exam. Prerequisite(s): Enrollment in the 4-Year BS/MBA Program or the OY MBA Program

ACC 770 Advanced Accounting Topics and Governmental Accounting

This course assesses special topics in accounting including international accounting, estate and trust, bankruptcy and fund accounting, including governmental, nor-for-profit, and hospital accounting. This course prepares students interested in sitting for the FAR section of the CPA exam. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 780 Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 691 and Approval of supervising professor and program director

ACC 782 AIS, ERP, and Accounting Analytics

This course offers an enhanced understanding of accounting information systems (AIS) through hands-on exercises and internal control analyses. This course provides experience in a comprehensive enterprise resource planning (ERP) system, namely SAP. Using traditional business transactions, students will experience the complexities of an ERP system, become familiar with the internal control problems specific to ERP systems, and understand the similarities to, and differences from, traditional accounting systems. It includes hands-on experience creating and analyzing transactions in SAP modules; assessing the modules' internal controls; and synthesizing current AIS/ERP issues, such as security and privacy, disaster recovery, block chain, cryptocurrencies, anti-fraud, and audit resources, control and audit systems, and XBRL. It also includes hands-on exercises in Lumira, a data visualization and accounting analytics application. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 784 Adv Auditing/ Fin Forensics

This is an advanced course that assumes students have a strong background in auditing with either an undergraduate course in auditing or work experience as an auditor. The course utilizes CPA Examination Review materials, quizzes, and testing to prepare students for the CPA Examination while expanding their knowledge in professional ethics, risk assessment, internal control, audit evidence, auditor's reports and forensic services. Financial forensic methodology is examined as an example of other services performed by Certified Public Accountants focusing on the Rules of Evidence, preparing an expert witness report, and ethical considerations.

ACC 790 Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 691, and other prerequisite(s) may be required depending on the topic

ACC 791 Decision-Making Mgt Acct

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

Business Systems and Analytics

BSA 700 Business Applications Programming

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

Prerequisite(s): MBA 693

BSA 705 Emerging Bus Sys & Analytics

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

Corequisite: MBA 820 Corequisite: MBA 820

BSA 710 Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database.

Prerequisite(s): MBA 693

BSA 720 Data Warehousing and Data Mining

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

Prerequisite(s): MBA 693

BSA 725 Healthcare Analytics

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations. Prerequisite(s): MBA 693

BSA 730 Optimization and Simulation

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory.

Prerequisite(s): MBA 693

BSA 740 Data Visualization

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly.

Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles. Prerequisite(s): MBA 693

BSA 780 Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 693 and Approval of supervising professor and program director

BSA 790 Special Topics in BSA

Finance

FIN 725 Financing Health Systems

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector.

Prerequisite(s): MBA 691 and MBA 692

FIN 732 Financial Analytics

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models. Prerequisite(s): MBA 692, MBA 693

FIN 746 Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss 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(s): MBA 692

FIN 748 Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry. Prerequisite(s): MBA 692

FIN 754 Derivative Instruments

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

FIN 756 Enterprise Risk Analysis

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

FIN 765 Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms. Prerequisite(s): MBA 692

FIN 767 Mergers and Acquisitions

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

FIN 780 Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 692, and approval of supervising professor and program director

FIN 783 Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course. Prerequisite(s): MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

FIN 790 Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 692

Masters of Business Administration**MBA 590 Professional Development Seminar**

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

MBA 592 Written Communication Skills for Business

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

MBA 601 Financial Accounting

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

MBA 602 Financial Markets

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

MBA 603 Business Economics for Managers

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined.

Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 690 Creating Customers Through Effective Marketing Management
The course shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Topics include (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion, and distribution; and (4) marketing strategy and planning.

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. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting problems and cases. Prerequisite(s): MBA 601

MBA 692 Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. Prerequisite(s): MBA 601, MBA 602, and Completion of MBA Math (if not waived)

MBA 693 Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics - the use of data to determine the best course of action in the future. Prerequisite(s): Completion of online Math Assessment (if not waived).

MBA 810 Developing Your Leadership Skills

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, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. 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 811 Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

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 can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment. Prerequisite(s): MBA 693

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 from the perspective of investors, creditors and management. Prerequisite(s): All foundation courses, MBA 691, MBA 692

MBA 840 Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders. Prerequisite(s): All required foundation courses

MBA 902 Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Management

MGT 725 Health Systems Management

This course provides students with a comprehensive macro approach to health delivery systems and the competencies required to manage this transforming industry. Students will examine current and future health utilization trends from the perspective of the provider, consumer, insurer and regulator. Particular attention will be given to how these stakeholders impact the role of the manager in a health systems organization. The course will examine the relative strengths and weaknesses of our current system compared to other nations. We will explore the delivery of health services associated with population and public health and how behavior influences the provision of these services. The course will highlight the logistics of the health care system, its organization, workforce makeup, finances, its cost and related value, and how technology and information systems impact the industry. The course will also provide an overview of the future of health care delivery in the United States and health care policy.

MGT 730 Nonprofit Management

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

MGT 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(s): MBA 810

MGT 741 Org Devel & Consul Proc

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

MGT 752 Managerial Skills Laboratory

This course provides an opportunity for self-assessment and improvement of the skills critical to an effective manager. The design of the course promotes interaction between students and active participation in classroom activities. The objective is to learn conceptual versatility and behavioral techniques that can be practiced in the laboratory setting then applied in a work situation. The course schedule for the Skills Lab is over 4 days (two full weekends) plus a Friday evening follow-up session, and full participation is required. Because of this compressed time frame, there is no hybrid or other online component to this course. Prerequisite(s): 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. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success. Prerequisite(s): MBA 810

MGT 770 Special Topics

MGT 780 Applied Research in Management and Leadership

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 810 and approval of supervising professor and program director

MGT 790 Special Topics in Management and Leadership

This course will explore a topic of contemporary interest related to management and leadership. Topics will vary and may include Performance Management: Challenges, Trends, and Controversies; Conflict and Negotiations; What Every Business Student Should Know about Workplace Rights and Responsibilities; and Managing by Design. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 810, other prerequisite(s) may be required depending on the topic

Marketing

MKT 720 Advanced Digital Marketing Strategies

This course provides students with the most up-to-date and comprehensive overview of major digital marketing channels and platforms – Search Engine, Digital Display, Video, Mobile, and Social Media. It will teach students how to conceptualize and integrate digital marketing into a firm's overall marketing efforts. Students will complete the course with in-depth knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation, and students will also learn how to measure digital marketing efforts and calculate Return on Investment. Prerequisite(s): MBA 690

MKT 730 Strategic Marketing Analytics

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. This course introduces today's most valuable marketing research and analytics methods and tools and offers a best-practice methodology for successful implementation. Hands-on exercises, assignments, and case studies provide students an opportunity to apply the marketing research and analytics techniques for solving key problems ranging from product development, segmentation, pricing, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

MKT 732 Consumer Behavior

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

Prerequisite(s): MBA 690

MKT 739 International Marketing

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

Prerequisite(s): MBA 690

MKT 771 Services Marketing

Services dominate the U.S. economy and play a critical role in setting businesses apart from competition across the globe and in the industry sectors. The course focuses on the unique challenges of managing services and delivering quality service to customers. The attraction, retention, and building of strong customer relationships through quality service are central to the course. The course is equally applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, and professional service, etc.) and to organizations that depend on service excellence for a competitive advantage (e.g., high tech manufactures, automotive, and industrial products, etc.). The underlying theme of the course is that management issues in services are often different from those in manufacturing, and this has important implications for marketing strategy and implementation. This theme will be developed through a series of lectures, videos, class discussions, and both individual and group exercises. Prerequisite(s): MBA 696

MKT 780 Applied Research in Marketing

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 690, and approval of supervising professor and program director

MKT 784 Euro Seminar-Marketing**MKT 785 Pacific Rim Sem in Mkt****MKT 790 Special Topics in Marketing**

This course will explore a topic of contemporary interest related to Marketing. Topics will vary and may include Product Innovation and Design Thinking, Services Marketing, Sales Management and Leadership, and Travel Study. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 690; other prerequisite(s) may be required depending on the topic

Faculty

Interim Dean: Yusuf Joseph Ugras, Ph.D.

Program Director: Nicole Blair, M.B.A., M.S.

Professors: Ambrose, Barenbaum, Buch, Borkowski, Cooper, Fornaciari, Jiang, Miller, Meisel, Schubert, Smither, Tavana, Wentzel

Associate Professors: Chia, Kennedy, Lafond, Leaby, Pierce, Plump, Reardon, Szabat, Ugras, Walsh

Assistant Professors: Adams, Bruce, Coyle, DiPietro, Dynan, Otto, Radetskiy, Varzgani

Program Contact Information

Part-Time Hybrid MBA Program

Founders' Hall Room 233

gradbusiness@lasalle.edu (MBA@lasalle.edu)

(215) 438-6676

Staff Contact Information

Nicole Blair, Director of Graduate Business Programs

215.438.6676

blairn@lasalle.edu

If you have any questions regarding the Part-Time Hybrid MBA program, please contact: gradbusiness@lasalle.edu (mba@lasalle.edu) or visit our website www.lasalle.edu/mba (<http://www.lasalle.edu/mba/>).

Business Systems and Analytics, M.S.

Program Description

Business Systems & Analytics (BSA) is the process of transforming data into insights for informed business decision making. Data management, data visualization, predictive modeling, data mining, forecasting, business application programming and modeling, simulation, and optimization are some of the methodologies used in business analytics to create insights from data. The MS program in BSA is designed to reflect an interdisciplinary play between the business analytics fields of Statistics, Operations Research, and Information Systems; and the functional business fields of Accounting, Finance, and Marketing. The program provides students with a practical and theoretical understanding of the latest business analytics tools and technologies for effective and informed problem-solving and decision-making. The emphasis across required MS courses in BSA is on problem formulation, modeling, solution, visualization, and interpretation, and communication of analytical results, as well as the sound application of analytic frameworks and technologies.

The M.S. program is structured in a Hybrid and Online format which allows working professionals greater flexibility and convenience as they move through the program. Courses are delivered in mix of hybrid and fully online courses.

- The hybrid courses are 50% online and 50% in the classroom. By leveraging the latest teaching and learning technologies, the educational experience reflects the ways in which companies operate today. This new approach creates an effective educational experience for working professionals attending as part time students.
- The fully online courses provide working professionals with greater flexibility and convenience as they move through the program. We have developed a learning experience that leverages the latest teaching and learning technologies to deliver an environment to deepen our students' understanding of business and markets, and improve their decision making skills. With the Lasallian emphasis on the value and impact of personalized interactions among professors and classmates, our students are fully engaged in their education.

Mission

School of Business' Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are

prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

Master of Science in Business Systems and Analytics' Program Mission

The mission of the BSA program is to advance knowledge and promote the use of business analytics and data science for informed and effective problem-solving and decision-making. Through its faculty, curriculum, students, department-sponsored activities, and partnerships with the alumni and business community, the BSA major seeks to provide a value-added experience for students by communicating and demonstrating the importance of and the need for information business analytics and data science knowledge and skills in the workplace.

Program Specific Information

Business education has been part of the La Salle curriculum since its founding in 1863. The School of Business, one of three schools in the University, was established in 1955, and its MBA program began in 1976. As a business school in a Catholic, Lasallian University, students are taught fundamental business knowledge and skills within an ethical framework which emphasizes the primacy and value of human dignity.

STEM Designation

The MS program in BSA meets the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

Admission Deadlines

New students will be admitted each Fall and Spring semester. All application documents must be received one week prior to the start of the term. International student applications should be completed at least two months prior to the dates listed above.

- **Application deadline** - the deadline to complete an application for consideration of admission for a particular term is 2 weeks prior to the start of that term.
- **Documentation deadline** - The deadline to submit all corresponding documentation for admission consideration is two Wednesday's prior to the start of that particular term.
- **Registration deadline** - The deadline to register is the Monday prior to the start of the term.

Admission Requirements

The Admission Committee evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. The structure of the La Salle MS in Business Analytics program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, he/she must submit the following information:

- Application (Online)
- Transcript Evaluation (International Students only) - see more information below
- English Language Proficiency Exam (International Students only) - see more information below

- Official transcripts from the college/university from which a bachelor's degree was earned, and, if applicable, Master's degree. Applicants will be notified additional transcripts must be submitted for advising purposes.
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE).
- Professional resume

English Language Proficiency Exam

International graduate students must submit one of the following English-language proficiency exams:

- TOEFL score of 88 or greater
- IELTS score of 6.5 or greater
- Duolingo score of 105 or greater

Students may be waived from submitting proof of English-language proficiency if they meet one of the following exemptions:

- You have studied in an English-bas curriculum for three or more years.
- You are from a territorial entity where English is an official language.

Transcript Evaluation

We require a course-by-course evaluation completed for any international college courses taken. An evaluation is also needed for any transcripts not provided in English.

We accept evaluations from any member of the National Association of Credential Evaluation Services organization. You can find a list of NACES members here (<https://www.naces.org/members/>).

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see the section below "Waiver of GMAT or GRE".

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; the admission committee's decisions are based on evaluating many factors to determine a student's potential for success in the MS program.

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

Waiver of GMAT or GRE Requirement

Applicants that have earned a master's degree or higher from a program accredited in its discipline will be waived from the GMAT or GRE exam requirement. Additionally, applicants with an undergraduate business degree from an AACSB-accredited program who have a minimum overall

grade point average of 3.2 or above are not required to complete the GMAT or GRE exam for admission into the program.

The GMAT (or GRE) may be waived for additional applicants at the discretion of the Admission Committee upon reviewing an applicants overall profile.

The GMAT/GRE may be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students are eligible to take up to 12 credits in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Degree or Certificate Earned

M.S.

Required for Program Completion

- Courses
 - Between 10 and 12 courses
- Credits
 - Between 30 and 34 Credit Hours
- GPA
 - 3.0

Program Goals

The goal of the BSA program is to advance student knowledge, skills, and competency in developing business analytics and data science solutions that can improve productivity and business performance. In today's information age, professionals entering the marketplace require specialized training and education in problem-solving, creative thinking, analytical skills, organizational skills, technology skills, and communication skills. The BSA program and faculty are committed to developing these competencies through educational and extra-curricular activities.

Student Learning Outcomes

Learning Goal 1: To use analytic methods and information systems tools and technologies to drive effective and data-driven solutions to business problems and decisions.

- Learning Outcome 1.1: Students should be able to perform data analysis using various analytical techniques, interpret results to solve business problems and make informed business decisions.
- Learning Outcome 1.2: Students should be able to use data management tools and technologies to improve organizational support of data-driven solutions to business problems and decisions.
- Learning Outcome 1.3: Students should be able to formulate problems and develop data-driven solutions to business problems and decisions using information systems and analytics tools and technologies.
- Learning Outcome 1.4: Students should be able to identify, formulate, and solve optimization problems, and perform sensitivity analysis and simulation to examine alternative scenarios.

Learning Goal 2: To effectively communicate the results of analytic solutions to business problems and decisions.

- Learning Outcome 2.1: Students should be able to effectively convey, through oral and written communication, the results of analytical solutions to business problems and decisions.

- Learning Outcome 2.2: Students should be able to perform exploratory analysis and design effective reports, visualizations, and dashboards.
- Learning Outcome 2.3: Students should be able to apply data visualization best practices.

Learning Goal 3: To use analytics tools and technologies for effective functional business decision making.

- Learning Outcome 3.1: Students should be able to utilize accounting analytics methods and technologies for financial and managerial accounting problem solving and decision making.
- Learning Outcome 3.2: Students should be able to use financial analytics tools and techniques in business decision making.
- Learning Outcome 3.3: Students should be able to apply marketing analytics tools and metrics to investigate the impact of marketing activities and strategies on business productivity.

Tuition and Fees

Students applying to the full-time program may receive partial scholarships awarded on merit. Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

There are loan programs available for graduate students. Information about financial aid and the application forms may be obtained from Student Financial Services (<https://www.lasalle.edu/financialaid/>), La Salle University, Philadelphia, PA 19141 or by calling 215.951.1070.

M.S. Academic Standing and Graduation Requirements

All students in La Salle University's M.S. programs are required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). Students whose academic performance falls below this standard are subject to academic review by the Director of the respective M.S. program, and may be required to withdraw from the program, revise their course of study or repeat specific classes.

Students with a cumulative grade point average below 3.0 are automatically in academic jeopardy whether or not they receive written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with their respective M.S. Director and/or academic advisor to ascertain any potential actions to improve academic success within the program.

To graduate from the M.S. Program at La Salle, students must:

- Have a minimum of a 3.0 G.P.A. overall within the M.S. program,
- Maintain a "C" or better in all the required courses, and
- Receive no more than two grades of "below" a B- in the M.S. program.

Should students:

- Fail a course; they may retake the course by paying the current pertinent tuition. No more than two course retakes are allowed in the M.S. program.
- Complete all required courses, but fall below a 3.0 cumulative G.P.A. requirement, they will not be eligible to graduate. In this case, the students may retake up to two courses to improve their G.P.A. to a

3.0 or higher, as long as the total number of course retakes in the program does not exceed two courses.

In extraordinary circumstances, a student may be permitted to earn one additional "C" or retake one additional course at the program Director's discretion, as long as all other graduation requirements are met.

Academic Requirements

Students must complete between 30 and 34 credits to complete the M.S. degree at La Salle University.

Pre-Program Courses

The **Pre-Program courses** are designed to provide students with a basic and functional knowledge of accounting and finance for managerial decision making and problem-solving. The two two-credit courses may be waived based on a student's academic and professional background.

Business Perspective

The **Business Perspective** courses are designed around a set of core courses in business analytics, marketing, accounting, and finance, enabling students to develop a general understanding and acquire core competencies in business before taking more advanced and technical courses in business systems and analytics.

Data Perspective

The **Data Perspective** courses are designed to teach students the role of data in business analytics by studying data warehousing, data mining, simulation, and optimization. The students also learn to communicate the practical implications of quantitative analyses effectively through data visualizing and dashboarding.

Systems Perspective

The **Systems Perspective** courses are designed to teach students the problem-solving methodology that employs computer programming and scripting. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills to solve big data problems by designing the solution logic and formal representation of program specifications using selected high-level languages. The students also learn about systems analysis and structured analysis, and design methodology for complex business systems.

Managerial Perspective

The **Managerial Perspective** course is designed to teach students about the manager's responsibilities for problem-solving and decision making and those areas in which information technology can be used to gain the insight needed to support the selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making.

Code	Title	Credits
Pre-Program courses		
MBA 601	Financial Accounting	2
MBA 602	Financial Markets	2
Business Perspective		
MBA 693	Business Analytics for Informed and Effective Decision Making	3
MKT 730	Strategic Marketing Analytics	3
ACC 731	Accounting Analytics	3
FIN 732	Financial Analytics	3

Data Perspective

BSA 720	Data Warehousing and Data Mining	3
BSA 730	Optimization and Simulation	3
BSA 740	Data Visualization	3

Systems Perspective

BSA 700	Business Applications Programming	3
BSA 710	Systems Analysis and Database Design	3

Managerial Perspective

MBA 820	Information Technology for Decision-Making	3
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Total Credits **34**

Course Sequence

A student's course sequence and timing will be based upon their desired program completion plans. The program can be completed in one or two years.

The M.S. courses are offered in 8-week terms, five times per year. The terms begin in August, October, January, March, and May. New students can enroll in the August or January terms.

One and Two Year Degree Completion Options

Students can complete the program in a full-time capacity by taking 2 courses per 8-week term. The program would be completed in 1 year. Students in the full-time program can take courses fully online or in a hybrid format.

Students can complete the program in a part-time capacity by taking 1 course per 8-week term. The program would be completed in 2 years. Students in the part-time program can take courses fully online or in a hybrid format.

International students residing in the U.S. must take courses on campus.

One-Year Course Sequence for a Fall Start

Course	Title	Credits
First Semester		
Term I (August - October)		
MBA 601	Financial Accounting	2
MBA 693	Business Analytics for Informed and Effective Decision Making	3
BSA 720	Data Warehousing and Data Mining	3
Term II (October - December)		
MKT 730	Strategic Marketing Analytics	3
ACC 731	Accounting Analytics	3
Credits		14
Second Semester		
Term I (January - March)		
MBA 602	Financial Markets	2
MBA 820	Information Technology for Decision-Making	3
BSA 740	Data Visualization	3
Term II (March - May)		
FIN 732	Financial Analytics	3
BSA 710	Systems Analysis and Database Design	3
Credits		14
Third Semester		
Term (May - July)		
BSA 700	Business Applications Programming	3

BSA 730	Optimization and Simulation	3
Credits		6
Total Credits		34

One-Year Course Sequence for a Spring Start

Course	Title	Credits
First Semester		
Term I (January - March)		
MBA 602	Financial Markets	2
MBA 693	Business Analytics for Informed and Effective Decision Making	3
BSA 740	Data Visualization	3
Term II (March - May)		
FIN 732	Financial Analytics	3
BSA 710	Systems Analysis and Database Design	3
Credits		14
Second Semester		
Term (May - July)		
BSA 700	Business Applications Programming	3
BSA 730	Optimization and Simulation	3
Credits		6
Third Semester		
Term I (August - October)		
MBA 601	Financial Accounting	2
MBA 820	Information Technology for Decision-Making	3
BSA 720	Data Warehousing and Data Mining	3
Term II (October - December)		
MKT 730	Strategic Marketing Analytics	3
ACC 731	Accounting Analytics	3
Credits		14
Total Credits		34

Course Descriptions

Accounting

ACC 704 Financial Accounting Theory and Current Practices

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(s): MBA 691

ACC 731 Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math. Prerequisite(s): MBA 691

ACC 764 Federal Taxation and Regulation

This course develops skills in identifying and researching issues in taxation, and explores advanced topics in federal taxation of individuals, property transactions and business entities including C corporations, partnerships, S corporations, trusts and estates and tax-exempt organizations. Additional topics include coverage of ethics and responsibilities in tax practice and differences between tax and financial accounting. This course entails the hands-on use of the tax research service 'CCH IntelliConnect' and prepares students interested in sitting for the REG section of the CPA exam. Prerequisite(s): Enrollment in the 4-Year BS/MBA Program or the OY MBA Program

ACC 770 Advanced Accounting Topics and Governmental Accounting

This course assesses special topics in accounting including international accounting, estate and trust, bankruptcy and fund accounting, including governmental, nor-for-profit, and hospital accounting. This course prepares students interested in sitting for the FAR section of the CPA exam. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 780 Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 691 and Approval of supervising professor and program director

ACC 782 AIS, ERP, and Accounting Analytics

This course offers an enhanced understanding of accounting information systems (AIS) through hands-on exercises and internal control analyses. This course provides experience in a comprehensive enterprise resource planning (ERP) system, namely SAP. Using traditional business transactions, students will experience the complexities of an ERP system, become familiar with the internal control problems specific to ERP systems, and understand the similarities to, and differences from, traditional accounting systems. It includes hands-on experience creating and analyzing transactions in SAP modules; assessing the modules' internal controls; and synthesizing current AIS/ERP issues, such as security and privacy, disaster recovery, block chain, cryptocurrencies, anti-fraud, and audit resources, control and audit systems, and XBRL. It also includes hands-on exercises in Lumira, a data visualization and accounting analytics application. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 784 Adv Auditing/ Fin Forensics

This is an advanced course that assumes students have a strong background in auditing with either an undergraduate course in auditing or work experience as an auditor. The course utilizes CPA Examination Review materials, quizzes, and testing to prepare students for the CPA Examination while expanding their knowledge in professional ethics, risk assessment, internal control, audit evidence, auditor's reports and forensic services. Financial forensic methodology is examined as an example of other services performed by Certified Public Accountants focusing on the Rules of Evidence, preparing an expert witness report, and ethical considerations.

ACC 790 Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 691, and other prerequisite(s) may be required depending on the topic

ACC 791 Decision-Making Mgt Acct

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

Business Systems and Analytics**BSA 700 Business Applications Programming**

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

Prerequisite(s): MBA 693

BSA 705 Emerging Bus Sys & Analytics

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

Corequisite: MBA 820 Corequisite: MBA 820

BSA 710 Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database.

Prerequisite(s): MBA 693

BSA 720 Data Warehousing and Data Mining

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

Prerequisite(s): MBA 693

BSA 725 Healthcare Analytics

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations. Prerequisite(s): MBA 693

BSA 730 Optimization and Simulation

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory.

Prerequisite(s): MBA 693

BSA 740 Data Visualization

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles. Prerequisite(s): MBA 693

BSA 780 Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 693 and Approval of supervising professor and program director

BSA 790 Special Topics in BSA**Finance****FIN 301 Fundamentals of Risk and Insurance**

(Cross-listed with RMI 301) Introduction to the underlying principles, practices, and the legal aspects of insurance; discussion of industry structure and company operations; and survey of personal lines (auto, homeowners, and life) and commercial lines coverages.

FIN 304 Financial Decision-Making

This course focuses on how managers can construct a decision-making process and manage the creation of shareholder value. 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. Prerequisite(s): BUS 202, 206, and 208

FIN 306 The Financial Services Industry

An examination of the firms, such as banks, insurance companies, finance companies, securities firms, and mutual funds, that provide financial services to consumers and businesses. Topics include the domestic and international financial environment in which financial service firms operate; financial market risk and its management; ethical and legal issues; and managerial problems specific to each service firm. Prerequisite(s): BUS 202, 206, 208

FIN 308 Financial Services Marketing

(Cross-listed with MKT 308) Financial Services Marketing is cross-listed with the Marketing Department. The course focuses on how financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior are also studied. The impact of regulatory factors on marketing financial services and products is studied. This course is designed especially for marketing and/or finance majors contemplating careers in financial services marketing. Prerequisite(s): BUS 204, 206, 208

FIN 313 Employee Benefit Planning

(Cross-listed with RMI 313) A 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, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Prerequisite(s): BUS 208

FIN 314 Risk Management

(Cross-listed with RMI 314) Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques, including finance and control techniques from a holistic perspective. Prerequisite(s): BUS 202, 208

FIN 350 Cooperative Education (Junior Standing)

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisite(s): 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208

FIN 351 Co-op Education II**FIN 360 Part-Time Internship in Finance**

Part-time, generally non-paid, employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 260 is used if taken in sophomore year, 360 is used if taken in junior year, and 460 if taken in senior year. Prerequisite(s): 2.5 minimum GPA and completion of BUS 206 or 208, or permission of the Assistant Dean.

FIN 361 Internship II**FIN 365 Full-Time Internship in Finance**

Full-time, paid employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the Experiential Education Adviser in the Finance Department has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisite(s): 2.5 minimum GPA and completion of BUS 206 or 208

FIN 370 Special Topics**FIN 375 Financial Statement Analysis**

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. Prerequisite(s): BUS 208

FIN 401 Investment Analysis

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition, and criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisite(s): BUS 202, 206, 208

FIN 403 International Finance

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging, and other contemporary issues in global finance. Prerequisite(s): BUS 202, 206, 208

FIN 420 Financial Management of The Insurance Firm

(Cross-listed with RMI 420) A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company and insurance agency operations. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Prerequisite(s): BUS 202, 206, 208

FIN 444 Independent Research**FIN 445 Independent Research****FIN 450 Cooperative Education (Senior Standing)**

This is a full-time, paid, four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisite(s): 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208

FIN 460 Part-Time Internship in Finance

Part-time, generally non-paid, employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 260 is used if taken in sophomore year, 360 is used if taken in junior year, and 460 if taken in senior year. Prerequisite(s): 2.5 minimum GPA and completion of BUS 206 or 208, or permission of the Assistant Dean.

FIN 461 Internship II**FIN 465 Full-Time Internship in Finance**

Full-time, paid employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the Experiential Education Advisor in the Finance Department has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisite(s): 2.5 minimum GPA and completion of BUS 206 or 208

FIN 470 Selected Topics in Finance

Selected topics in finance studied in depth under the direction of faculty. Prerequisite(s): Senior standing

FIN 471 Special Topics**FIN 472 Special Topics****FIN 480 Selected Topics****FIN 483 Senior Seminar**

Designed as the capstone course for the Investment and Financial Analysis track. In-depth coverage of issues in financial analysis, such as ethics, financial reporting, equity investments, portfolio management, fixed income investments, derivatives, and others. Course includes mock exams for the CFA I exam, and students agree to sit for the actual CFA I exam in June. Prerequisite(s): Senior standing; completion of FIN 304, 375, 401, and either FIN 306 or 420; grade of B or better in BUS 101, BUS 202, BUS 102 (formerly BUS 207), BUS 208, and all FIN courses (or a combined GPA in these courses of 3.25 or higher); or permission of the instructor

FIN 725 Financing Health Systems

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector. Prerequisite(s): MBA 691 and MBA 692

FIN 732 Financial Analytics

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models. Prerequisite(s): MBA 692, MBA 693

FIN 746 Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss 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(s): MBA 692

FIN 748 Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry. Prerequisite(s): MBA 692

FIN 754 Derivative Instruments

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

FIN 756 Enterprise Risk Analysis**FIN 764 Portfolio Management**

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

FIN 765 Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms. Prerequisite(s): MBA 692

FIN 767 Mergers and Acquisitions

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

FIN 780 Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 692, and approval of supervising professor and program director

FIN 783 Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course. Prerequisite(s): MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

FIN 790 Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 692

Masters of Business Administration**MBA 590 Professional Development Seminar**

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

MBA 592 Written Communication Skills for Business

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

MBA 601 Financial Accounting

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

MBA 602 Financial Markets

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

MBA 603 Business Economics for Managers

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined.

Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 690 Creating Customers Through Effective Marketing Management

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

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. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting problems and cases. Prerequisite(s): MBA 601

MBA 692 Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. Prerequisite(s): MBA 601, MBA 602, and Completion of MBA Math (if not waived)

MBA 693 Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics - the use of data to determine the best course of action in the future. Prerequisite(s): Completion of online Math Assessment (if not waived).

MBA 810 Developing Your Leadership Skills

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, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. 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 811 Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

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 can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment. Prerequisite(s): MBA 693

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 from the perspective of investors, creditors and management. Prerequisite(s): All foundation courses, MBA 691, MBA 692

MBA 840 Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders. Prerequisite(s): All required foundation courses

MBA 902 Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Marketing**MKT 720 Advanced Digital Marketing Strategies**

This course provides students with the most up-to-date and comprehensive overview of major digital marketing channels and platforms – Search Engine, Digital Display, Video, Mobile, and Social Media. It will teach students how to conceptualize and integrate digital marketing into a firm's overall marketing efforts. Students will complete the course with in-depth knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation, and students will also learn how to measure digital marketing efforts and calculate Return on Investment. Prerequisite(s): MBA 690

MKT 730 Strategic Marketing Analytics

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. This course introduces today's most valuable marketing research and analytics methods and tools and offers a best-practice methodology for successful implementation. Hands-on exercises, assignments, and case studies provide students an opportunity to apply the marketing research and analytics techniques for solving key problems ranging from product development, segmentation, pricing, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

MKT 732 Consumer Behavior

The course examines the social, cultural, psychological, and economic influences on consumer behavior. It looks at the applications of behavioral science principles to the development of marketing strategies. Prerequisite(s): MBA 690

MKT 739 International Marketing

This course offers a managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing. Prerequisite(s): MBA 690

MKT 771 Services Marketing

Services dominate the U.S. economy and play a critical role in setting businesses apart from competition across the globe and in the industry sectors. The course focuses on the unique challenges of managing services and delivering quality service to customers. The attraction, retention, and building of strong customer relationships through quality service are central to the course. The course is equally applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, and professional service, etc.) and to organizations that depend on service excellence for a competitive advantage (e.g., high tech manufactures, automotive, and industrial products, etc.). The underlying theme of the course is that management issues in services are often different from those in manufacturing, and this has important implications for marketing strategy and implementation. This theme will be developed through a series of lectures, videos, class discussions, and both individual and group exercises. Prerequisite(s): MBA 696

MKT 780 Applied Research in Marketing

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 690, and approval of supervising professor and program director

MKT 784 Euro Seminar-Marketing**MKT 785 Pacific Rim Sem in Mkt****MKT 790 Special Topics in Marketing**

This course will explore a topic of contemporary interest related to Marketing. Topics will vary and may include Product Innovation and Design Thinking, Services Marketing, Sales Management and Leadership, and Travel Study. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 690; other prerequisite(s) may be required depending on the topic

Faculty

Professors: Jiang, Tavana

Associate Professors: Leauby, Ugras

Assistant Professors: Radetskiy, Varzгани

Emeritus Associate Professors: Kennedy, Szabat

Program Contact Information

M.S. in Business Systems and Analytics

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(215) 438-6676

Staff Contact Information

Nicole Blair, Director of Graduate Business Programs

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If you have any questions regarding the M.S. in Business Analytics program, please contact: blairn@lasalle.edu or visit our website www.lasalle.edu/business/programs/graduate/business-systems-and-analytics (<https://www.lasalle.edu/business/programs/graduate/business-systems-and-analytics/>).

Computer Information Science, M.S.

Program Description

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

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

The M.S. Computer Information Science program is offered in an online format. It follows the traditional academic calendar of a fall and spring semester and a shorter summer semester. The fall and spring semesters are divided into two 8 week terms. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are online and 3 credits in the length. The courses will meet both synchronously (optional) and asynchronously. Students are required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings. Synchronous sessions will be recorded for students who are not able to attend the actual session. Students who are not able to attend the synchronous sessions will be asked to complete a short assignment related to the recorded session. Depending on their personal schedules, students may elect to take courses every term or wait for the next term to continue studies. Courses in the summer are also 8 weeks in length. If a student decides to take two courses during the summer session, they will overlap in the time frame.

Mission

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

Program Specific Information

Progression through the Program

Ten courses (30 credits) are required for the degree. Each student is required to satisfy the all six required courses (which includes the capstone), a grouping of 5 additional courses.

The design of this program assumes that the student has either a background in computer science or a related discipline or professional training involving programming.

4+1 Bachelor's in Computer Science to Master's in Computer Information Science

Students may earn both a B.A. in Computer Science and a M.S. in Computer Information Science or a B.S. in Computer Science and a M.S. in Computer Information Science by participating in the University's 4+1 Program. Students would satisfy the undergraduate computer science major requirements during their first four years at the University, earning a minimum of 120 credits. A maximum of three undergraduate courses (9 credits) may be applied toward the graduate credits if the student maintains a GPA of 3.0 or better and the undergraduate course grade was B or better. Upon completion of a bachelor's degree, students enter the M.S. in Computer Information Science program and complete the remaining 7 courses (21 credits).

Degree or Certificate Earned

M.S.

Required for Program Completion

- Courses
 - 10
- Credits
 - 30
- GPA
 - 3.0

Program Goals

- Prepare students to create, implement, manage and review a technical solution to a real world problem through all phases of the problem resolution
- Prepare students to use problem solving techniques and skills to analyze, design, and develop technical solutions using software engineering methodologies.
- Manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user testing
- Prepare students to collaborate on problem solutions
- Prepare students for professional workforce.

Student Learning Outcomes

- Create, plan, implement and test a technical problem solution.
- Develop problem definitions and solution designs.
- Create solutions specific to current technologies (such as mobile development, database services, and web services.)
- Create client side designs for problem solutions
- Create server side designs for problem solutions

Academic Requirements

Students complete at least 10 courses, six core courses (including a capstone project) and 4 additional courses from the groupings. Students are expected to have a foundation in computer programming.

Required Courses

Core Courses

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

Specialization Courses

Students are required to complete a specialization by selecting 4 courses from either group. If a student does not wish to consider a specialization, they may select any four courses from the groupings.

Capstone Course

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

Code	Title	Credits
Core Courses		
CIS 621	Client Interface Development	3
CIS 626	Web Services Development	3
CIS 627	Web Database Services Development	3
CIS 629	Mobile Development	3
Select one of the following: 3		
CIS 670		
CIS 671		
CIS 672		
CIS 673		
CIS 674		
CIS 675		
CIS 676		
CIS 677		
CIS 679		
Specialization Courses		
Complete a set of four courses selected from one of the following groups:		15
<i>IT and Cybersecurity Policy Specialization</i>		
ECF 625	Litigation Support Practices and Procedures	
CYB 644	Information Security	
CYB 612	Ethics, Issues, and Government Regulations	
CYB 652	Leadership Assessment and Evaluation	
CIS 619	Crisis Management and Business Continuity	
<i>Data Science Specialization</i>		
CIS 523	Data Processing and Database Management	
CIS 658		
CIS 633	Data Analysis with R	
	or CIS 675	
CIS 654	Artificial Intelligence	
ANA 615	Optimization Methods for Data Analytics	
Capstone		
CIS 685	CIS Capstone (Every semester as needed)	3
Total Credits		33

Course Sequence

Tentative Schedule

Course	Title	Credits
First Year		
First Semester		
CIS 621	Client Interface Development	3
CIS 626	Web Services Development	3
Credits		6
Second Semester		
CIS 629	Mobile Development	3
CIS 627	Web Database Services Development	3
Credits		6
Third Semester		
Select one of the following:		
CIS 670-679		3
Credits		3
Second Year		
First Semester		
Group 1 or 2 course		3
Group 1 or 2 course		3
Credits		6
Second Semester		
Group 1 or 2 course		3
Group 1 or 2 course		3
Credits		6
Third Semester		
CIS 685	CIS Capstone (Every semester as needed)	3
Credits		3
Total Credits		30

Course Descriptions

Analytics

ANA 615 Optimization Methods for Data Analytics

This course introduces students to mathematical models that can be employed to make informed decisions in a wide variety of data-driven fields, including (but not limited to) finance, banking, marketing, health care, retail, manufacturing, and transportation. Goals such as increasing revenue, decreasing costs, and improving overall efficiency of operations in the face of various constraints are considered. Students learn to recognize when a problem lends itself to a particular type of model, formulate the model, and use appropriate methods to solve or extract information from the model. Particular emphasis is placed on linear programming (with exposure to network models and integer programs) and the simplex method. Forecasting, inventory management, and queueing models, as well as Markov chains, are also studied. Additional topics covered include sensitivity analysis, duality, decision analysis, and dynamic programming. Software (both spreadsheets and a computer algebra system) is employed consistently throughout the course to expedite the solution and analysis process; emphasis will be placed on the practical application of models rather than on the models' mathematical properties. Prerequisite(s): ANA 613

Computer Information Science

CIS 523 Data Processing and Database Management

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

CIS 540 Network Theory

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

CIS 612 Ethics, Issues, and Government Regulations

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

CIS 613 Software Engineering

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

CIS 617 Software Project Development

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

CIS 619 Crisis Management and Business Continuity

This course explores the area of Risk Management with particular emphasis on Business Continuity Management. Risk Management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and government will be explored, as well as professional practices, standards and strategies. The course is designed to expose the student to all aspects of a holistic Business Continuity & Crisis Management program and to determine the most appropriate requirements.

CIS 621 Client Interface Development

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

CIS 623 Database Services Development Using Microsoft Tools

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

CIS 626 Web Services Development

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

CIS 627 Web Database Services Development

This course is an extension to CIS 623. It encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; development of database applications; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. Examples of the possible tool sets for this tool set are PHP and MySQL on either a Linux or Windows server. The course also considers privacy of data and data protection on servers. Prerequisite(s): CIS 523, CIS 622, or CIS 626

CIS 629 Mobile Development

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

CIS 633 Data Analysis with R

This course will require students to learn the R programming language and assess how to use it and find interesting features in data. Students will learn about R and statistical best practices and how to display data in a manner that will help you explain your findings to those who do not have a technical background. Moreover, the course introduces students to modeling and simulation. Topics may include basic queueing theory, the role of random numbers in simulations, and the identification of input probability distributions.

CIS 654 Artificial Intelligence

This course introduces students to the field of artificial intelligence (AI). Students will learn how big data and data mining techniques are utilized by machines to create the AI models used by autonomous aircraft and automobiles, personal assistants, IT security software, fraud investigations and credit bureaus. The course will review the history, present day use, and future of artificial intelligence. Through case studies and current events, students will examine the benefits and risks associated with AI. The course will cover issues related to AI and privacy, ethics, and machine bias. Neuromorphic computing, the Open Neural Network Exchange (ONNX), and data analytics will also be discussed.

Cybersecurity**CYB 612 Ethics, Issues, and Government Regulations**

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

CYB 644 Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite(s): CIS 540

CYB 652 Leadership Assessment and Evaluation

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.

Faculty

Program Director: Margaret McCoey, M.S.

Associate Professors: Blum, Highley, Redmond, Wang

Assistant Professors: McCoey, Yin

Lecturers: McGinley, Monaghan, Waldron

Program Contact Information

If you have any questions regarding the Computer Information Science program, please contact:

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Staff Contact Information

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Cybersecurity, M.S.

Program Description

The M.S. in Cybersecurity program curriculum is aimed at professionals with a background in business management, information technology, computer science, or criminal justice. This multidisciplinary curriculum is designed for busy adult learners and draws courses from our information technology leadership, computer information science, and economic crime forensics programs. The curriculum is intended to create a better understanding of:

- Information security policies and procedures
- Computer crimes and related legislation
- Investigative practices and procedures
- Corporate ethics and compliance

The program is offered in a totally online format. It follows the traditional academic calendar of a fall and spring semester and a shorter summer semester. The fall and spring semesters are divided into two 8 week terms. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are online and 3 credits in the length. The courses will meet both synchronously (optional) and asynchronously. Students are required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings. Synchronous sessions will be recorded for students who are not able to attend the actual session. Students who are not able to attend the synchronous sessions will be asked to complete a short assignment related to the recorded session. Depending on their personal schedules, students may elect to take courses every term or wait for the next term to continue studies. Courses in the summer are also 8 weeks in length. If a student decides to take two courses during the summer session, they will overlap in the time frame.

Mission

The graduate program in M.S. Cybersecurity educates students in theoretical and practical knowledge of cybersecurity. The program develops competencies in cybersecurity management as well as breach detection, mitigation and prevention. The faculty and students develop and maintain relationships with industry practitioners to encourage excellence and provide attention to ethical principles and changes related to cybersecurity.

Program Specific Information

CYB 880 Integrative Capstone

Students culminate their learning with a capstone project under the supervision of a faculty advisor. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company.

Progression through the Program

Ten courses (30 credits) are required for the degree. Each student is required to satisfy the all six required courses (which includes the capstone), and a grouping of 4 additional courses.

4+1 Bachelor's in Computer Science/Information Technology to Master's in Cybersecurity

Students may earn both a B.S./B.A. in Computer Science or B.S. in Information Technology and a M.S. in Cybersecurity by participating in the University's 4+1 Program. Students would satisfy the undergraduate computer science or information technology major requirements during their first four years at the University, earning a minimum of 120 credits. Three undergraduate courses (9 credits) may be applied to the graduate credits if the student maintains at least a GPA of 3.0 and the undergraduate course grade was B or better. Students complete the remaining 7 graduate courses (21 credits) when they enter the M.S. in Cybersecurity program.

Degree or Certificate Earned

- M.S.

Required for Program Completion

- Courses
 - 10
- Credits
 - 30
- GPA
 - 3.0

Program Goals

- Prepare students to explain Internet infrastructure and enterprise network connections.
- Prepare student to assess organizational security policies, plans and procedures and implementations.
- Prepare students to identify and assess legislation related to cybersecurity.
- Prepare students to enter specialized careers in cybersecurity.

Student Learning Outcomes

- Explain Internet structures, enterprise network structures, and consulting services related to network infrastructures
- Identify and analyze federal global legislation related to security and data threats.
- Differentiate between cybercrime, cyber espionage, and cyberwar.
- Analyze plans to protect personal, corporate and national infrastructures.
- Formulate plans for securing and analyzing digital forensic data

Academic Requirements

Students are required to complete 10 courses (30 credits) for this program. The final course is a capstone.

Students are required to complete a specialization by selecting 4 courses from either group. If a student does not wish to consider a specialization, they may select any four courses from the groupings.

Code	Title	Credits
Core Courses		
CYB 540	Network Theory	3
CYB 604	The Computer and Internet Fraud	3
CYB 628	Cybercrime, Cyber Warfare and Cyber Espionage	3
CYB 665	Computer Digital Forensics	3
CYB 668	Computer and Network Security	3
Specialization Courses		
Students select a series of 4 courses from one of the following groups:		12
<i>IT and Cybersecurity Policy Specialization</i>		
ECF 625	Litigation Support Practices and Procedures	
CYB 644	Information Security	
CYB 612	Ethics, Issues, and Government Regulations	
CYB 652	Leadership Assessment and Evaluation	
CIS 619	Crisis Management and Business Continuity	
<i>Data Science Specialization</i>		
CIS 523	Data Processing and Database Management	
CIS 658		
CIS 633	Data Analysis with R	
CIS 654	Artificial Intelligence	
ANA 615	Optimization Methods for Data Analytics	
Capstone		
CYB 880	Integrative Capstone	3
Total Credits		30

Course Sequence

Tentative Schedule

Course	Title	Credits
First Year		
First Semester		
CYB 540	Network Theory	3
CYB 628	Cybercrime, Cyber Warfare and Cyber Espionage	3
		Credits
		6
Second Semester		
CYB 604	The Computer and Internet Fraud	3
Group 1 or Group 2 Course		3
		Credits
		6
Third Semester		
CYB 665	Computer Digital Forensics	3
CYB 668	Computer and Network Security	3
		Credits
		6
Second Year		
First Semester		
Group 1 or Group 2 Course		3
Group 1 or Group 2 Course		3
		Credits
		6

Second Semester

Group 1 or Group 2 Course	3
Group 1 or Group 2 Course	3
Credits	
6	

Third Semester

Group 1 or Group 2 Course	3	
CYB 880	Integrative Capstone	3
Credits		
6		
Total Credits		
36		

Course Descriptions

Analytics

ANA 615 Optimization Methods for Data Analytics

This course introduces students to mathematical models that can be employed to make informed decisions in a wide variety of data-driven fields, including (but not limited to) finance, banking, marketing, health care, retail, manufacturing, and transportation. Goals such as increasing revenue, decreasing costs, and improving overall efficiency of operations in the face of various constraints are considered. Students learn to recognize when a problem lends itself to a particular type of model, formulate the model, and use appropriate methods to solve or extract information from the model. Particular emphasis is placed on linear programming (with exposure to network models and integer programs) and the simplex method. Forecasting, inventory management, and queueing models, as well as Markov chains, are also studied. Additional topics covered include sensitivity analysis, duality, decision analysis, and dynamic programming. Software (both spreadsheets and a computer algebra system) is employed consistently throughout the course to expedite the solution and analysis process; emphasis will be placed on the practical application of models rather than on the models' mathematical properties. Prerequisite(s): ANA 613

Computer Information Science

CIS 523 Data Processing and Database Management

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

CIS 540 Network Theory

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

CIS 570 Special Topics

CIS 574 Intro To Grad Res & Wrtnng

CIS 612 Ethics, Issues, and Government Regulations

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

CIS 613 Software Engineering

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

CIS 617 Software Project Development

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

CIS 619 Crisis Management and Business Continuity

This course explores the area of Risk Management with particular emphasis on Business Continuity Management. Risk Management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and government will be explored, as well as professional practices, standards and strategies. The course is designed to expose the student to all aspects of a holistic Business Continuity & Crisis Management program and to determine the most appropriate requirements.

CIS 621 Client Interface Development

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

CIS 622 Client Interface Development

CIS 623 Database Services Development Using Microsoft Tools

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

CIS 626 Web Services Development

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

CIS 627 Web Database Services Development

This course is an extension to CIS 623. It encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; development of database applications; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. Examples of the possible tool sets for this tool set are PHP and MySQL on either a Linux or Windows server. The course also considers privacy of data and data protection on servers. Prerequisite(s): CIS 523, CIS 622, or CIS 626

CIS 629 Mobile Development

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

CIS 633 Data Analysis with R

This course will require students to learn the R programming language and assess how to use it and find interesting features in data. Students will learn about R and statistical best practices and how to display data in a manner that will help you explain your findings to those who do not have a technical background. Moreover, the course introduces students to modeling and simulation. Topics may include basic queuing theory, the role of random numbers in simulations, and the identification of input probability distributions.

CIS 654 Artificial Intelligence

This course introduces students to the field of artificial intelligence (AI). Students will learn how big data and data mining techniques are utilized by machines to create the AI models used by autonomous aircraft and automobiles, personal assistants, IT security software, fraud investigations and credit bureaus. The course will review the history, present day use, and future of artificial intelligence. Through case studies and current events, students will examine the benefits and risks associated with AI. The course will cover issues related to AI and privacy, ethics, and machine bias. Neuromorphic computing, the Open Neural Network Exchange (ONNX), and data analytics will also be discussed.

CIS 685 CIS Capstone (Every semester as needed)

Students culminate their learning with a capstone project under the supervision of a faculty advisor. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company. Prerequisite(s): All Core courses

Cybersecurity**CYB 540 Network Theory**

Lecture/theory course considers the current methods, practices, and standards used to enable communication on computer and voice networks. This includes a study of the physical layers, architectural layers, design, operation, management, and ISO standards, with particular and telephony technologies. Both local and wide area networks are examined.

CYB 604 The Computer and Internet Fraud

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

CYB 612 Ethics, Issues, and Government Regulations

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

CYB 628 Cybercrime, Cyber Warfare and Cyber Espionage

This course introduces students to the differences between cybercrime, cyber espionage, and cyber warfare by discussing the relationship of cyber intrusions and cybersecurity to nations, businesses, society, and people. Students will use case studies to analyze the threats, vulnerabilities and risks present in these environments, and develop strategies to reduce the breaches and mitigate the damages.

CYB 644 Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite(s): CIS 540

CYB 652 Leadership Assessment and Evaluation

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.

CYB 665 Computer Digital Forensics

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

CYB 668 Computer and Network Security

Students will study and implement basic computer and network security strategies on Window and Linux networks. Students examine and analyze network traffic, including investigating wireless transmission, install firewalls and define Internet Protocol Security Controls (IPSEC). Labs include system hardening, dissecting network packet structure and creating encryption formats; managing authentication and access controls. Students study implementing a public key infrastructure and best strategies for using intrusion detection systems.

CYB 880 Integrative Capstone

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

Faculty

Program Director: Margaret McCoey, M.S.

Associate Professors: Blum, Redmond, Wang

Assistant Professors: McCoey, Yin

Lecturers: Casey, McGinley, Monaghan, Walters, Waldron

Program Contact Information

If you have any questions regarding the Cybersecurity program, please contact:

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Economic Crime Forensics, M.S.**Program Description**

The goal of this program is to prepare students to enter the field of economic crime in careers such as internal and external fraud auditors, criminal and economic crime investigators, litigation support analysts and anti-money laundering investigators. The program prepares individuals to detect, deter, and investigate instances of economic crime, misconduct, and abuse.

The M.S. in ECF incorporates key components from La Salle's graduate programs in Computer Information Science and Master of Business

Administration. The program adds additional theory in areas of criminal justice, litigation preparation, and corporate ethics. The program also provides an additional path for technology managers interested in pursuing a leadership career by integrating financial compliance with corporate business goals. Students complete a capstone experience which integrates theory and practice through either an industry specific research project or a program-related experiential position.

The program is offered in an online format and follows the traditional academic calendar of a fall and spring semester and a shorter summer semester. The fall and spring semesters are divided into two 8 week terms. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are online and 3 credits in the length. The courses will meet both synchronously (optional) and asynchronously. Students are required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings. Synchronous sessions will be recorded for students who are not able to attend the actual session. Students who are not able to attend the synchronous sessions will be asked to complete a short assignment related to the recorded session. Depending on their personal schedules, students may elect to take courses every term or wait for the next term to continue studies. Courses in the summer are also 8 weeks in length. If a student decides to take two courses during the summer session, they will overlap in the time frame.

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

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

Mission

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

Program Specific Information

Progression through the Program

Ten courses (30 credits) are required for the degree. Each student is required to satisfy the all six required courses (which includes the capstone), and a grouping of 4 additional courses.

Degree or Certificate Earned

M.S.

Required for Program Completion

- Courses
 - 10
- Credits
 - 30
- GPA
 - 3.0

Program Goals

- Prepare students to participate ethically and professionally in a global market.
- Prepare students to enter the field of economic crime prevention and detection and investigation.
- Prepare students to apply standards and best practices of forensics and litigation support.
- Prepare students to be corporate leaders in fraud prevention and deterrence.
- Prepare students to participate ethically and professionally in a global market.

Student Learning Outcomes

1. Propose business law standards, standards of ethics, and professional codes of conduct related to corporate leadership.
2. Evaluate and support accounting and auditing concepts related to the causation of corporate economic crime.
3. Develop standards of conduct relative to litigation services, including conflicts of interest and background considerations.
4. Develop managerial and communication skills to measure and support fraud deterrence.

Students are required to complete a specialization by selecting 4 courses from either group. If a student does not wish to consider a specialization, they may select any four courses from the groupings.

All students complete a capstone project.

Academic Requirements

Code	Title	Credits
Core Courses		
ECF 610	Criminal Justice and Legal Concepts	3
FACC 702	Financial Statement Fraud	3
FACC 703	Occupational Fraud and Abuse	3
FACC 704	The Computer and Internet Fraud	3
FACC 705	Fraud Detection and Prevention: Special Cases	3
Specialization Courses		
Students select a series of 4 courses from one of the following groups:		12
<i>IT and Cybersecurity Policy Specialization</i>		
ECF 625	Litigation Support Practices and Procedures	
CYB 644	Information Security	
CYB 612	Ethics, Issues, and Government Regulations	
CYB 652	Leadership Assessment and Evaluation	
CIS 619	Crisis Management and Business Continuity	
<i>Data Science Specialization</i>		
CIS 523	Data Processing and Database Management	
CIS 658		
CIS 633	Data Analysis with R	
CIS 654	Artificial Intelligence	
ANA 615	Optimization Methods for Data Analytics	
Capstone Project		
ECF 880	Integrative Capstone	3
Total Credits		30

Course Sequence

Tentative Schedule

Course	Title	Credits
First Year		
First Semester		
ECF 610	Criminal Justice and Legal Concepts	3
FACC 702	Financial Statement Fraud	3
Credits		6
Second Semester		
FACC 703	Occupational Fraud and Abuse	3
FACC 704	The Computer and Internet Fraud	3
Credits		6
Third Semester		
FACC 705	Fraud Detection and Prevention: Special Cases	3
Group 1 or Group 2 Course		3
Credits		6
Second Year		
First Semester		
Group 1 or Group 2 Course		3
Group 1 or Group 2 Course		3
Credits		6
Second Semester		
Group 1 or Group 2 Course		3
Group 1 or Group 2 Course		3
Credits		6
Third Semester		
ECF 880	Integrative Capstone	3
Credits		3
Total Credits		33

Course Descriptions

Analytics

ANA 615 Optimization Methods for Data Analytics

This course introduces students to mathematical models that can be employed to make informed decisions in a wide variety of data-driven fields, including (but not limited to) finance, banking, marketing, health care, retail, manufacturing, and transportation. Goals such as increasing revenue, decreasing costs, and improving overall efficiency of operations in the face of various constraints are considered. Students learn to recognize when a problem lends itself to a particular type of model, formulate the model, and use appropriate methods to solve or extract information from the model. Particular emphasis is placed on linear programming (with exposure to network models and integer programs) and the simplex method. Forecasting, inventory management, and queueing models, as well as Markov chains, are also studied. Additional topics covered include sensitivity analysis, duality, decision analysis, and dynamic programming. Software (both spreadsheets and a computer algebra system) is employed consistently throughout the course to expedite the solution and analysis process; emphasis will be placed on the practical application of models rather than on the models' mathematical properties. Prerequisite(s): ANA 613

Computer Information Science

CIS 523 Data Processing and Database Management

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

CIS 619 Crisis Management and Business Continuity

This course explores the area of Risk Management with particular emphasis on Business Continuity Management. Risk Management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and government will be explored, as well as professional practices, standards and strategies. The course is designed to expose the student to all aspects of a holistic Business Continuity & Crisis Management program and to determine the most appropriate requirements.

CIS 623 Database Services Development Using Microsoft Tools

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

CIS 654 Artificial Intelligence

This course introduces students to the field of artificial intelligence (AI). Students will learn how big data and data mining techniques are utilized by machines to create the AI models used by autonomous aircraft and automobiles, personal assistants, IT security software, fraud investigations and credit bureaus. The course will review the history, present day use, and future of artificial intelligence. Through case studies and current events, students will examine the benefits and risks associated with AI. The course will cover issues related to AI and privacy, ethics, and machine bias. Neuromorphic computing, the Open Neural Network Exchange (ONNX), and data analytics will also be discussed.

Cybersecurity

CYB 612 Ethics, Issues, and Government Regulations

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

CYB 644 Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite(s): CIS 540

CYB 652 Leadership Assessment and Evaluation

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.

Econ Crime Forensics**ECF 610 Criminal Justice and Legal Concepts**

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

ECF 625 Litigation Support Practices and Procedures

Learners will explore white collar misconduct that constitutes civil and/or criminal fraud in a corporate setting, including but not limited to: (1) falsification of business records; (2) false billing; (3) forgery of documents or signatures; (4) embezzlement; (5) creation of false companies; (6) false insurance claims; (7) bankruptcy fraud; (8) investment frauds (such as Ponzi schemes); (9) tax fraud; and (10) securities fraud. Students will develop processes and procedures for proper evidence management as well as learn how to prepare to serve as an expert witness and write legally sound expert reports. Prerequisite(s): ECF 610

ECF 628 Cybercrime, Cyber Warfare, Cyber Espionage

This course introduces students to the differences between cybercrime, cyber warfare and cyber espionage by discussing the relationship of cyber intrusions and cybersecurity to nations, businesses, society, and people. Students will use case studies to analyze the threats, vulnerabilities and risks present in these environments, and develop strategies to reduce the breaches and mitigate the damages.

ECF 644 Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite(s): ECF 604

ECF 680 Integrative Capstone**ECF 880 Integrative Capstone**

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

Faculty

Associate Professors: Redmond

Assistant Professors: McCoey

Lecturers: Casey, Monaghan, Smith, Walters, Zikmund

Program Contact Information

Holroyd 129
ecf@lasalle.edu
(215)951-1136

Staff Contact Information

Margaret McCoey, Program Director
Holroyd 129
mccoey@lasalle.edu
(215)951-1136

Education, M.A.**Program Description**

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

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

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

To insure a union of theory with practice, clinical teaching begins early in the program. Moreover, these practica are managed and directed by La#Salle University in order to ensure optimal conditions of professional growth. La#Salle's Master of Arts in Education program offers: in-service continuing education for practicing teachers; dual certification in

elementary, middle level, secondary and special education; certification in most secondary teaching areas: and add-on certifications in Instructional Coaching, Autism Spectrum Disorders and Special Education.

Mission

Consistent with the mission of Graduate Studies, the mission of the Master of Arts in Education program is to prepare 21st century educators through project-based, problem-based service learning and community engagement grounded in Lasallian values.

Program Goals

As students progress through the program, each will gain skills in the following areas:

Professional Learning Stance

- Address practice through the lenses of learning and inquiry stances
- Develop critical habits of mind to address assumptions of practice by evaluating and interrogating significance, perspective, evidence, connection and supposition

21st Century Communication Skills

- Use effective and articulate expression of thoughts and ideas effectively using multiple modalities and technologies in multiple and diverse settings
- Use active and effective listening skills to surface underlying meaning, values, attitudes and intentions
- Infer message effectiveness and impact before, during and after delivery

Social Justice and Leadership

- Engage in respectful collaboration to address professional and community issue
- Display an awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse group
- Demonstrate a belief in educational equity

Admission Requirements

To be accepted into the program:

Required

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. Current official transcripts from each college attended to date (graduate and/or undergraduate) are required.
2. An overall GPA of 3.0 or hold an existing master's degree. For a GPA below 3.0, applicants will submit additional documentation to support the application profile. (e.g., Graduate Record Examination General Test (GRE) or Miller's Analogies Test (MAT), interview, praxis test, etc.)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Online Application for Admission (<https://apply.lasalle.edu/apply/>) (fee is waived).
5. Provisionally meet the criteria, both academic and professional, for Candidacy for Teaching Certification

Optional

1. Professional resume (can be uploaded onto the Online Application).
2. Attend a personal interview with the Director of the program, if requested by the Director.
3. Provide a personal statement of your interest in the program, if requested by the Director.

Send all materials to the address provided with the online application.

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

All documents should be sent to the following:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Degree or Certificate Earned

M.A.

Required for Program Completion

- Courses
 - 10
- Credits
 - 30
- GPA
 - 3.0

Student Learning Outcomes

At the conclusion of the program, students will accomplish the following student learning outcomes that are aligned with Institutional Learning Outcomes (ILOs):

SLO 1: Examine assumptions within disciplinary decision-making (ILO: Broader Identities #2-Reflective Thinking and Valuing)

SLO 2: Use evidence as a basis for disciplinary decision-making (ILO: Expanded Literacies #2-Critical Analysis and Reasoning)

SLO 3: Communicate effectively using the conventions of the discipline (ILO: Effective Expression #1-Oral and Written Communication)

SLO 4: Collaborate effectively to solve disciplinary problems (ILO: Active Responsibility #3-Collaborative Engagement)

Tuition, Fees, and Assistance

Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

Information about financial aid, deferred payments and application forms may be obtained from the Director of Student Financial Services, La Salle University, Philadelphia, PA 19141-1119, or by calling 215.951.1070.

Scholarships and Assistantships

There are several additional financial support options for graduate students in the MA and certification programs.

Noyce Scholars Program

Current or recently graduated STEM major (Biology, Chemistry, Physics or Mathematics) who are interested in teaching within the STEM disciplines while supporting students in the Philadelphia region may consider the Noyce Scholars Programs. The scholarship award is \$15,000. See <https://www.lasalle.edu/prnp/> for program details.

Annenberg Scholarship Program

For those interested in teaching STEM subjects, needs-based scholarships are available through the Annenberg Scholarship Program. Candidates are required to have a 3.0 GPA and show financial need. Scholarship awards are available up to \$10,000. Submit the Annenberg application that is available at www.lasalle.edu/finaidforms (<http://www.lasalle.edu/finaidforms/>).

Graduate Assistantships

Students can receive the equivalent of up to 3 graduate credits in exchange for administrative work in the Graduate Education offices or research support for faculty. Students typically work up to 20 hrs. per week each semester. Support is awarded each semester on an as-needed basis.

Other Funding

A modest amount of need-based, tuition-reduction funding is available for new students.

Additional Information

For more information contact the Graduate Education Program Office at 215.951.1593 or graded@lasalle.edu.

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

Academic Requirements

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

Courses are offered in an 8-week hybrid or online format. Students complete courses during the fall, spring, summer and winter intersession terms.

Required for Degree

- 30 graduate credits consisting of the 6 Core and 4 other courses
- GPA of 3.0 and higher
- To maintain a 3.0, students need to earn a B or higher in their courses. If a student earns more than 2 below B grades, they will be asked to re-take the course to maintain good standing in the program
- A student must earn at least a B in EDC 751 Transformative Pedagogy: A Capstone Experience, which is the capstone course, for successful completion of the program

Required for the Master of Arts in Education

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	3

EDC 602	The Teacher and Technology	3
EDC 604	Foundations of Schooling	3
EDC 613	The Role of the Developmentally Oriented Teacher	3
EDC 751	Transformative Pedagogy: A Capstone Experience	3

Electives		
12 credits to complete the M.A. ¹		12

Total Credits		30
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Certification courses can be used as electives for the M.A.

Endorsement Certifications

M.A. candidates may choose to specialize in one of the concentrations listed below. Each concentration is also offered as a stand alone endorsement certification.

- Autism Spectrum Disorders-Fully Online (12 credits)
- Instructional Coaching-Fully Online (12 credits)

Certification Candidates - Field Experience/Integrated Coursework

M. A. degree with certification candidates will engage in field experience and integrated coursework:

Elementary and/or Special Education Certification Candidates

Code	Title	Credits
Inclusion Practicum		
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Professional Semester		
Select one of the following:		6
EDC 662 & EDC 679	Elementary and Special Education Student Teaching and Elementary and Special Education Special Methods of Teaching	
EDC 669 & EDC 679	Elementary and Special Education Supervised Teaching/Transitional Teaching and Elementary and Special Education Special Methods of Teaching	
Total Credits		15

Middle Level and/or Special Education Certification Candidates

Code	Title	Credits
Inclusion Practicum		
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Professional Semester		
Select one of the following:		6

EDC 662 & EDC 679	Elementary and Special Education Student Teaching and Elementary and Special Education Special Methods of Teaching	
EDC 669 & EDC 679	Elementary and Special Education Supervised Teaching/Transitional Teaching and Elementary and Special Education Special Methods of Teaching	
Total Credits		15

Secondary Education and/or Special Education Certification Candidates

Code	Title	Credits
Secondary Education Practicum		
Select one of the following:		6-9
EDC 647 & EDC 648	Developing and Adjusting Instruction for Secondary Learners and Secondary Education Summer Practicum	
EDC 647 & EDC 648 & EDC 661	Developing and Adjusting Instruction for Secondary Learners and Secondary Education Summer Practicum and Teaching All Students in Inclusive and Special Education Settings	

Professional Semester		
Select one of the following:		6
EDC 680 & EDC 689	Secondary Education Special Methods of Teaching and Secondary Education Student Teaching	
EDC 680 & EDC 668	Secondary Education Special Methods of Teaching and Secondary Education Supervised Teaching (S)	
Total Credits		12-15

Special Education Certification Only Candidates

Code	Title	Credits
Inclusion Practicum		
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Total Credits		9

Autism Spectrum Disorders and Instructional Coach Endorsement Certifications

- field experiences embedded the courses.

Visit the individual program pages for courses of study for each certification option offered.

Course Sequence

Program courses are offered in 8-week hybrid or online formats. Students complete coursework across the fall, spring, summer and winter intersession terms. The MA degree has the following course sequence:

Code	Title	Credits
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	3
EDC 602	The Teacher and Technology	3
EDC 604	Foundations of Schooling	3

EDC 613	The Role of the Developmentally Oriented Teacher	3
EDC 751	Transformative Pedagogy: A Capstone Experience	3
4 Electives		12
Total Credits		30

Electives

Students can choose up to additional four graduate-level courses (equal to 12 credits) to complete the program. Two of the electives must be in the field of education. Certification courses can be used as electives for the M.A.

Certifications

Students should consult with the Academic Advisor of the MA degree program for more information regarding the sequencing of certification courses.

Course Descriptions

Education

EDC 501 Cog Dev For Tchrs
 This course addresses cognitive development and the acquisition of knowledge. and explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles.

EDC 502 Soc-Emot Dev Tchrs
 This course is designed to further the educator’s knowledge and understanding of the developmental concepts that are essential to sound educational practice. The course explores the areas of social, emotional, and moral development in the context of family and community systems as well as the socializing agents in culture and society that influence these three areas, and the significance of these areas to the classroom teacher. It examines how teachers can use their knowledge of these areas of development and the influence of popular culture on development to make the learning environment more responsive to their students’ needs.

EDC 503 Cognitive, Social, and Emotional Development
 This course provides an overview of the physical, cognitive, psychosocial, emotional, and moral development for humans across the lifespan. Participants will explore theories of learning and development as they pertain to the individual in the home, in schools, the community, at work, individually, with families and with peers. Attention will be paid to both normative and nonnormative developmental trends.

EDC 504 Needs of Diverse Students
 This course prepares educators to differentiate instruction including the gifted, at risk, ESL, and students with Individual Education Plans. The course will explore proven effective models emphasizing the varied inclusion approaches. Under discussion will be the social, emotional, cognitive and academic benefits and challenges from the educators, students and parents perspectives. The total profile of a student in an inclusionary setting requires examination of variations in beliefs, cultural background and individual strengths and needs. Students will be able to apply PDE Special Education Standards to better acquaint themselves with the development and ongoing implementation of evidence-based methods. Prerequisites: EDC 501 or EDC 502 or permission of the graduate director

EDC 505 Introduction to Instructional Leadership I

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision making using Excel and other data-based programs, data analysis, supervision, and professional development. Opportunities to shadow and observe practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum. Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values-based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills, and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 613 or equivalent

EDC 505A Instructional Leadership PT II**EDC 506 IntroInstruction Leadership II****EDC 507 Breaking Ranks****EDC 510 Human Exceptionalities**

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

EDC 512 Introduction to the Middle School

This course is designed to provide students with an overview of the historical, social, and cultural influences in the development of the middle school concept. It investigates organizational structure, alternative patterns of school and class organization, team planning, and collaboration techniques. This course focuses exclusively on middle-level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of adolescent issues requiring specific educational approaches.

EDC 520 Writing Instruction for Literacy Educators

In this course, students will read and analyze books and articles written about the pedagogy of writing instruction to give the foundation necessary to create an authentic writing environment in their classrooms- where all of the students will view themselves as writers. The students will create teaching goals and will present what they learn through a variety of assignments culminating with the creation and implementation of a unit to reflect their growth.

EDC 522 Safe Schls Hlthy Kids**EDC 523 The Leadership Academy****EDC 541 Tchng Elem Sci w/ Tech****EDC 542 Teach Algebra with Tech****EDC 545 Teach Elem Math with Tech****EDC 546 Teach Mid-Sch Mth w/ Tech****EDC 547 Teach Science with Tech****EDC 548 Dealing With Data****EDC 549 Connecting Math & Science****EDC 555 Introduction of Early Childhood Methods**

This course provides an overview of historical and current early childhood education models as well as curriculum, classroom management, and assessment considerations based on developmental theories of young children in Prek-4th grades. A special emphasis is placed on holistic curricula integrating literacy, mathematics, science, social studies, art, music, and movement into early childhood classrooms and including the family and community into the overall design. Understanding how to develop a classroom environment that embraces is emphasized. Prerequisite(s): EDC 503

EDC 560 Teach Interactive Math I**EDC 561 Teach Interactive Math II****EDC 562 Teach Interactive Mth III****EDC 563 Teach Interactive Math IV****EDC 564 Teach Core-Plus Math I****EDC 565 Teach Core-Plus Math II****EDC 566 Teach Core-Plus Math III****EDC 567 Teach Core-Plus Math IV****EDC 568 Math-in-Context I****EDC 569 Math-in-Context II****EDC 570 Special Topics****EDC 571 Special Topics****EDC 574 Intro To Grad Res & Wrtnng****EDC 580 Math-in-Context III****EDC 581 Connected Math I****EDC 582 Connected Math II****EDC 583 Connected Math III****EDC 584 Graphing Calculators****EDC 585 Geometer's Sketchpad****EDC 595 Topics in Math****EDC 601 Foundations Of Educ**

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

EDC 602 The Teacher and Technology

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development. Prerequisite(s): EDC 503

EDC 603 Curric & Developmt

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

EDC 604 Foundations of Schooling

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy- making perspective skills. It stresses the knowledge, skills and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 503, EDC 510, EDC 613

EDC 612 Geography for Teachers

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

EDC 613 The Role of the Developmentally Oriented Teacher

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

Prerequisite(s): EDC 503

EDC 615 Advanced Instructional Design

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning.

*This course may be taken as an elective in the master's program.

Prerequisite(s): EDC 505

EDC 616 Play, Learning, and Education

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

EDC 617 Reading in the Content Areas for Secondary Educators

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. Prerequisite(s): EDC 503

EDC 618 Reading and Writing in the Elementary-Special Education Classroom

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. Prerequisite(s): EDC 503

EDC 619 Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction. Prerequisite(s): EDC 617 or EDC 618; or enrolled in Special Education certification program

EDC 620 Literacy Difficulties

This course prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts. Prerequisites: EDC 617 or 618.

EDC 624 Images of Schooling and Childhood in Literature, Painting, and Film

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 637 Systems Investigations

EDC 640 Lit across the Curriculum

This course presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature to recognize notable authors and illustrators and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered. Prerequisites: EDC 617 or 618.

EDC 641 Teaching Science as Integrated Inquiry

This course focuses on how to develop student understanding of scientific knowledge and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It also addresses science education standards, issues, research, and application. Throughout the semester, students are provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science. Prerequisite(s): EDC 503

EDC 642 Development of Mathematical Thought

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates. Prerequisite(s): EDC 503

EDC 643 Developing and Adjusting Instruction

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings. Prerequisite(s): EDC 503, EDC 510

EDC 644 Assessing the Abilities of all Learners

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student. Prerequisite(s): EDC 510 or permission

EDC 645 Planning and Instruction for Students with Special Needs

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services. Prerequisite(s): EDC 643

EDC 646 Adj Inst:Mod\Sev Handicap

EDC 647 Developing and Adjusting Instruction for Secondary Learners
This course applies a developmental perspective to the design and implementation of secondary-level instruction. Prerequisite(s): EDC 503 or permission

EDC 648 Secondary Education Summer Practicum

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(s): EDC 503, EDC 647 or permission

EDC 649 The Literacy Coach

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time." Prerequisites: EDC 617 and 618

EDC 650 Language Assessment and Special Education of ESL Learners

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments. Prerequisite(s): BLS 600 and BLS 601

EDC 651 The Literacy Internship

The literacy internship is the capstone experience for the program. Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their coursework to their work with students who are struggling readers. Students will be expected to conduct literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment. An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy-intensive positions. The director of the Graduate Programs in Education must approve this option. Prerequisites: EDC 617 or 618, 620, and 640.

EDC 652 Leadership and Educational Change I

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

EDC 653 Leadership and Educational Change II

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes. Prerequisite(s): EDC 505, EDC 615. EDC 652

EDC 655 Dimensions of Autism

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

EDC 657 Systems Approach With Families and Educators

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child. Prerequisite(s): EDC 655

EDC 659 Prac IA EI/Spc Stu Teach**EDC 660 Prac IB EI/Spc Stu Teach****EDC 661 Teaching All Students in Inclusive and Special Education Settings**

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences. Prerequisite(s): EDC 643 and EDC 645 or EDC 647

EDC 662 Elementary and Special Education Student Teaching

Required of all Elementary and Special Education Certification candidates with no teaching experience. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 665 Communication Strategies for Teachers of Students Spanning the Special Needs Spectrum

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech- language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience. Prerequisite(s): EDC 655

EDC 667 Implementing the IEP in the Inclusive Classroom

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed. Prerequisite(s): For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; For the ASD program: EDC 655; EDC 665

EDC 668 Secondary Education Supervised Teaching (S)

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(s): Must be taken as final course in certification sequence.

EDC 669 Elementary and Special Education Supervised Teaching/ Transitional Teaching

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(s): Must be taken as final course in certification sequence.

EDC 670 Special Topics in Education

Permits individual examination of topics of special interest. Restriction(s): Requires faculty sponsor and permission of the Director.

EDC 671 Special Topics

EDC 672 Special Topics

EDC 673 Seminar in School Law

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 674 Special Topics

EDC 675 Special Topics

EDC 676 Classroom Mgt/School Disciplin

EDC 677 Comput/Internet For Teachers

EDC 679 Elementary and Special Education Special Methods of Teaching
Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 680 Secondary Education Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 682 Soc/Education Outcomes

Students will examine the socioeconomic factors that help and hinder educational success and failure. By engaging various texts on educational stratification and social inequality, students will examine how various social locations and structural conditions shape which groups are likely to be educationally mainstreamed and the social factors that result in educational marginalization. The role of social reproduction theory, as an intergenerational arbitrator of academic success and failure, will be examined. Central to this class will be the macro-sociological, political, and economic forces that shape our educational institutions. By the end of the course, our students will have a solid handle on how race, class, gender, sexual orientation, poverty, disability, and educational policy influence educational outcomes.

EDC 684 Class Mgt/School Discipline

Students will explore issues of school and classroom behavior, examine foundational philosophical perspectives, and reflect on one's own developing perspectives about those issues. The underlying philosophy of this class is that we must first manage our own behavior before we can influence our students. The course is intended to place students in the position of being reflective by making connections between personal experiences and theories of human behavior. Students will be provided with specific tools and techniques for managing the behavior of students, but more importantly, they will be encouraged to develop a systematic process for thinking about (a) their own behavior and (b) the behavior of their students.

EDC 689 Secondary Education Student Teaching

Required of all certification candidates not eligible for Supervised Teaching. Prerequisite(s): Must be taken as final course in certification sequence

EDC 695 Action Research/Edc Change

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities. Prerequisites: EDC 617 or 618, 620, 640, and 651

EDC 697 Action Research/Educ Change II

As a continuation of EDC 695: Action Research and Educational Change, students will design, conduct, implement, and analyze data collected from action research proposals begun during the EDC 695 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis. Prerequisites: EDC 695 and 601

EDC 743 Intro/Conceptual Change

EDC 744 Adv/Conceptual Change

EDC 750 Teaching AP Stats

EDC 751 Transformative Pedagogy: A Capstone Experience

This capstone course, for students in any of the Education programs leading to a Master's degree, will focus on critical pedagogy and transformative pedagogies, while providing the structure and guidance for the completion of a capstone project. Students will be able to choose one of three capstone options: (1) publishable quality paper, (2) development of a curriculum, or (3) action research project. The course will be structured so that students will be guided through project proposal, design and completion while engaging in coursework and readings that emphasize transformative pedagogies. A B or higher must be obtained in this course to complete the Master's Degree program. Prerequisite(s): EDC 501, EDC 502, EDC 504, EDC 604, EDC 613

EDC 764 Comp Science A/AB: Adv Plcmt

EDC 774 Special Topics

EDC 775 Govt & Pol: US

EDC 776 Govt & Pol: Comparative

EDC 777 Psychology: Adv Plcmt

EDC 779 US History: Adv Plcmt

EDC 781 Eng Lang: Adv Plcmt

EDC 783 English Lit: Adv Plcmt

Faculty

Professors: Bednar, Richardson, Williams

Associate Professors: Lewinski, Liang, Mosca, Roy

Assistant Professors: Baker, Byrne, McLaurin

Lecturers: Auletta-Singer, Brown, Conway, Davis, Dougans, Finore, Foote,

Innocenzo, Kersul-Wiener, Ricci, Vassallo, Rulli

Professors *Emeritus*: Clabaugh, Feden, Vogel, Yost

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Education, M.Ed. - La Salle/RTC

Program Description

La Salle University has partnered with the Regional Training Center (RTC) to provide a 30-credit Master of Education (M.Ed.) program with a concentration in instruction for licensed K-12 classroom practitioners offered throughout Pennsylvania and Maryland. Founded in 1993, The Regional Training Center's (RTC) purpose is to provide exciting and relevant graduate professional development opportunities in both executive format and online to teachers in New Jersey, Pennsylvania, and Maryland in partnership with colleges accredited by Middle States and Council for the Accreditation of Educator Preparation.

Non-degree seeking students can also enroll in the program for graduate-level professional development courses.

The goal of the La Salle/RTC M.Ed. program is to develop the teacher as a master educator in the classroom and beyond. The program, focused on advanced pedagogy, gives teachers the skills to stimulate and challenge their students to become more actively involved in the learning process, to think critically and problem-solve, to become more creative, to communicate more effectively, and to collaborate as they learn in the 21st-century classroom.

As professional educators, teachers in the La Salle/RTC M. Ed. program focus on understanding not only what works in the teaching process but why it works. Meaningful inquiry into the link between theory and practice is built into all of the courses in this 30-credit program, which has the concentration choices that allow the teachers to specialize in their area of interest.

Teaching Strategies for the 21st Century Learner; The Differentiated Classroom; Building Positive Classroom Communities; Classroom Wellbeing and Physical Activity; or Integrating Technology into the K-12 classroom.

Courses for professional development and for the M.Ed. are offered on convenient weekend and week-long intensive time schedules.

Courses are offered at face-to-face locations, online, and in hybrid formats.

All M.Ed. courses may be taken in an online format for distance learners who want to pursue their degree at La Salle.

Online courses run six weeks in length, with the seventh week reserved for the Learning Extension Project (LEP) completion.

Face-to-face classes follow a weekend intensive format during the 10-month school year. Classes meet for five days spread over two or three nonconsecutive weekends, depending on course needs and structure. During summer sessions, courses run on five non-consecutive weekdays spread over two or three weeks.

In addition to assignments and activities completed during the courses, all courses have a Learning Extension Project (LEP) due ten days to two weeks after the conclusion of the course. Two of the courses; EDM 535 Brain-Based Teaching and Learning and Learning and EDM 580 Differentiated Instruction have one specific LEP required for all candidates that supports the EDM 635 Reflective Practice in Teaching course culminating in an action-research LEP.

Mission

The mission of the Department of Education incorporates the de La Salle Christian Brothers tradition of teaching excellence and service. Our departmental focus on learning capitalizes on the need for all professional educators to understand and apply developmentally appropriate, content rich, differentiated instructional, management, technological, and assessment practices that result in deep and meaningful learning.

A Lasallian educator is responsive to the needs of all students and the communities they serve through a rigorous curriculum. La Salle educators are knowledgeable, intellectually curious, reflective collaborative, confident, and proactive. They are service-oriented – manifesting a measurable degree of devotion to assist students in need.

This mission statement, reflected in its courses and curricula, makes a strong statement about our sustained and focused commitment to selected graduate programs, particularly those that are located off-site, throughout PA, MD, or globally, that provide for the development of the area's most competent and qualified educational professionals. Given La Salle's history, teacher development is a clear focus of this public service mandate. Because they are typically employed and often have family or other responsibilities, part-time graduate students in education are often limited in how far they can travel to pursue their education. All too often, geography, not the nature of the educational program dictates a prospective student's choice.

Because our candidates are certified, practicing Pre K-12 teachers, our instructors are mindful to explicate the links between the overall transformative social justice mission of the Education Department and the course experiences provided for candidates as they work to improve their teaching. Lastly, the dynamic integration of theory-practice-reflection domains assures that candidates have ample opportunity to discuss, explore and understand how and in what ways the coursework specifically relates to their work as teachers and their students as learners. The partnership with the RTC merges La Salle University's excellent reputation in higher education with The Regional Training Center's comprehensive relevant coursework.

Students who are interested in applying for matriculation into the Master of Education program should reference the section on admission requirements. Students who apply for matriculation into one of La Salle's other Master of Arts programs may apply a maximum of six credits of

RTC coursework as elective credit, pending approval by the graduate program director. Elective credit requirements vary by concentration and students must contact their graduate program advisor prior to registration for course approval.

Program Specific Information

Candidates are expected to complete the application process prior to completing six credits in the program.

Candidates must:

- hold an appropriate bachelor's degree from a regionally accredited institution with at least a 3.0 undergraduate grade point average;
- complete the online application;
- submit all official undergraduate (and any graduate) transcripts;
- provide a professional résumé; and
- provide one names of an individual that La Salle University will contact to request a letter of recommendation.

Degree or Certificate Earned

M.Ed.

Required for Program Completion

- Courses
 - 10
- Credits
 - 30
- GPA
 - 3.0

Program Goals

Graduate Programs in Education will:

- Foster programming focused on leadership, social justice, and equity.
- Offer quality graduate programs in various learning formats (online, hybrid, executive) to support student needs.
- Provide students a cadre of faculty who are well-versed in adult education theory and practice; engaged in scholarly work; and highly productive and visible in their field of study.
- Ensures program sustainability through human and capital acquisition and management.
- Engage in ongoing program assessment to measure the short- and long-term impacts of Graduate Education programs on teacher practice.
- Support student development in three distinct areas:
 - **Professional Learning Stance:** Students will address practice through the lenses of learning and inquiry stances. Students will develop critical habits of mind to address assumptions of practice by evaluating and interrogating significance, perspective, evidence, connection, and supposition
 - **21st Century Communication Skills.** Students will use the effective and articulate expression of thoughts and ideas effectively using multiple modalities and technologies in multiple and diverse settings. Students will use active and effective listening skills to surface underlying meaning, values, attitudes, and intentions. Students will infer message effectiveness and impact before, during, and after delivery.

- **Social Justice and Leadership.** Students will engage in respectful collaboration to address professional and community issues. Students will display awareness and sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups. Students will demonstrate a belief in educational equity.

Student Learning Outcomes

All courses are involved in some form of the La Salle/RTC ongoing assessment system. To ensure appropriate content and rigor, La Salle has identified five Student Learning Objectives (SLO's) for each concentration area and the courses in which the SLO is taught and/or assessed. The Student Learning Outcomes for the M.Ed. program are:

Option 1: Teaching Strategies for 21st Century Learners

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st
- Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will be able to apply knowledge of 21st-century learning to P-12 contexts.

Option 2: The Differentiated Classroom

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will be able to apply knowledge of diverse learners to P-12 contexts.

Option 3: Building Positive Classroom Communities

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of positive classroom management theories and strategies to P-12 contexts.

Option 4: Classroom Well-Being and Physical Activity

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of classroom well-being and movement strategies to P-12 contexts.

Option 5: Integrating Technology into the K-12 Classroom

- Teachers will analyze diverse assessment tools and strategies.
- Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.
- Teachers will apply research on learning to P-12 contexts.
- Teachers will conduct an action research project in their specific P-12 classroom context.
- Teachers will apply knowledge of classroom well-being and movement strategies to P-12 contexts.

Academic Requirements

Courses indicated by course number and title.

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

The Master of Education (M. Ed.) program consists of a set of required courses taken by all students pursuing the degree in addition to concentration courses taken to allow students to focus on one particular area of emphasis. Course registration for this program will occur via the Regional Training Center.

Five (5) concentration options are offered to better meet specific, practice-based goals sought by the candidate for the M. Ed. degree.

Option 1: Teaching Strategies for 21st Century Learners

This area of concentration is designed for the practitioner interested in new insights and skills to effectively teach utilizing strategies and techniques to increase the academic achievement of P-12 21st-century learners.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3
Required Concentration Courses		
EDM 520	Universal Design for Learning: Reaching All Learners in the Digital Age	3
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 630	Skills for Building the Collaborative Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		3
EDM 524	Technology with Ease: Enhancing the Modern Classroom	
EDM 530	Encouraging Skillful, Critical, and Creative Thinking	
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	

Any other RTC course	
Total Credits	30

¹
May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 2: The Differentiated Classroom

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively raise academic achievement using strategies to reach a diverse classroom of P-12 learners.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3
Required Concentration Courses		
EDM 560	The Culturally Distinctive Classroom	3
EDM 615	Strategies for ADHD, LD, and a Spectrum of Learners	3
EDM 630	Skills for Building the Collaborative Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		3
EDM 530	Encouraging Skillful, Critical, and Creative Thinking	
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	
EDM 575	Skills and Strategies for Inclusion and Disabilities Awareness	
Any other RTC course		
Total Credits		30

¹
May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 3: Building Positive Classroom Communities

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively create a positive and effective learning environment utilizing best practices in classroom management for P-12 learners.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3

EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3

Required Concentration Courses

EDM 565	Increasing Student Responsibility and Self-Discipline in Learning Communities	3
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success	3
EDM 605	The Bully Proof Classroom	3

Elective Course

Select one of the following: (or any other RTC course)		
EDM 645	The Mindful Classroom	3
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 630	Skills for Building the Collaborative Classroom	3
Any other RTC course		

Total Credits **30**

¹

May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 4: Classroom Wellbeing and Physical Activity

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively teach utilizing strategies through the use of dynamic movement and kinesthetic activity.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching ¹	3

Required Concentration Courses

EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	3
EDM 511	Creating Health and Balance in Today's Classroom	3

Elective Course

Select one of the following: (or any other RTC course)		
EDM 640	The MT Balance	3
EDM 645	The Mindful Classroom	3
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success	3

Any other RTC course

Total Credits **30**

¹

May only be taken after the completion of the other five (required core) courses.

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 5: Integrating Technology into the K-12 Classroom

This area of concentration is designed for the practitioner interested in gaining new insights and skills to effectively incorporate technology into the K-12 Classroom.

Code	Title	Credits
Required Core Courses		
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3
EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 635	Reflective Practice in Teaching	3
Required Concentration Courses		
EDM 520	Universal Design for Learning: Reaching All Learners in the Digital Age	3
EDM 640	The MT Balance	3
EDM 590	Developing a Technology Rich Classroom	3
Elective Course		
Select one of the following: (or any other RTC course)		
EDM 524	Technology with Ease: Enhancing the Modern Classroom	3
EDM 630	Skills for Building the Collaborative Classroom	3
Total Credits		30

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

"Area of Advanced Study"

A 15-credit graduate non-degree program for licensed K-12 classroom practitioners

Note: The Graduate Area of Advanced Study offerings are not the same as the state certification or licensure.

Any course listed below can be taken online, virtually, or off-campus

Classroom Climate and Culture (five 3-credit courses)

Code	Title	Credits
EDM 540	Cooperative Discipline	3
EDM 565	Increasing Student Responsibility and Self-Discipline in Learning Communities	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
EDM 570	Motivation: The Art and Science of Inspiring Classroom Success	3

EDM 605	The Bully Proof Classroom	3
Total Credits		15

Differentiated Instruction (five 3-credit courses)

Code	Title	Credits
EDM 580	Differentiated Instruction	3
EDM 520	Universal Design for Learning: Reaching All Learners in the Digital Age	3
EDM 630	Skills for Building the Collaborative Classroom	3
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 615	Strategies for ADHD, LD, and a Spectrum of Learners	3
Total Credits		15

The Brain Compatible Classroom (five 3-credit courses)

Code	Title	Credits
EDM 535	Brain-Based Teaching and Learning	3
EDM 515	The Gendered Brain	3
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	3
EDM 530	Encouraging Skillful, Critical, and Creative Thinking	3
Total Credits		15

Classroom Well-Being and Physical Activity (five 3-credit courses)

Code	Title	Credits
EDM 555	The Kinesthetic Classroom: Teaching and Learning Through Movement	3
EDM 620	The Kinesthetic Classroom II: Moving Across the Standards	3
EDM 511	Creating Health and Balance in Today's Classroom	3
EDM 645	The Mindful Classroom	3
EDM 640	The MT Balance	3
Total Credits		15

Developing a Technology Rich Classroom (five 3-credit courses)

Code	Title	Credits
EDM 520	Universal Design for Learning: Reaching All Learners in the Digital Age	3
EDM 640	The MT Balance	3
EDM 590	Developing a Technology Rich Classroom	3
EDM 524	Technology with Ease: Enhancing the Modern Classroom	3
EDM 630	Skills for Building the Collaborative Classroom	3
Total Credits		15

Course Sequence

Code	Title	Credits
EDM 635	Reflective Practice in Teaching ¹	3
EDM 535	Brain-Based Teaching and Learning	3
EDM 540	Cooperative Discipline	3
EDM 545	Assessment Techniques: Assessing for Student Learning	3

EDM 580	Differentiated Instruction	3
EDM 585	Styles of Teaching: Personality Type in the Classroom	3
Total Credits		18

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EDM courses may be taken in any order with the exception of EDM 635 Reflective Practice in Teaching which may only be taken after the completion of the other five courses.

Course Descriptions

Master of Education

EDM 509 Teaching Writing/Thinking

EDM 511 Creating Health and Balance in Today's Classroom
This course examines, discusses and offers hands-on learning on research that shows students who are physically fit and well-nourished perform at a higher academic level. The impact of stress, poor nutrition, poor time management, and lack of physical activity on students and educators will be examined in order to better facilitate the learning process.

EDM 515 The Gendered Brain

This course examines, discusses and offers hands-on learning in current research on gender differences, including how to provide educational equality enhancing each student's personal worth and meaning through a variety of gender specific activities.

EDM 520 Universal Design for Learning: Reaching All Learners in the Digital Age

This course examines, discusses and offers hands-on learning for teachers to apply a blueprint for creating flexible goals, methods, materials and assessments to support classroom-based activities that will enable their students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom.

EDM 524 Technology with Ease: Enhancing the Modern Classroom
Focus on keeping ahead of the technological curve, regardless of your initial comfort working with technology. This course is designed to increase confidence in integrating technology using emerging web applications. Explore the use of educational technology to facilitate student learning and have students become digitally prepared for the 21st century. Question previously conceived notions about content creation, delivery, storage, and assessment, while stretching existing teaching methods to adapt to changing student needs. NOTE: A laptop with WiFi capability is required.

EDM 526 The Cooperative Classroom

EDM 530 Encouraging Skillful, Critical, and Creative Thinking
This course examines, discusses and offers hands-on learning in a practical, experiential course for all educators who want to explore and apply instructional strategies to teach students to be better thinkers. Embedded within the course are five research-based themes to promote student achievement: learning to think skillfully; thinking to learn (using models for thoughtful questioning); thinking together cooperatively; thinking about one's thinking (metacognition and reflection); and thinking big by applying thinking skills and processes to authentic problems.

EDM 535 Brain-Based Teaching and Learning

This course examines, discusses and offers hands-on learning utilizing current research in neuroscience that indicate ways that brains naturally learn best. Teachers will then apply what they learn to the P-12 classroom.

EDM 540 Cooperative Discipline

This course examines, discusses and offers hands-on learning to shift the discipline paradigm from controlling student behavior through rewards and punishment to helping all students make better choices. Structured around research-based school success factors, course content identifies the four goals of misbehavior, builds positive classroom climate, and presents multiple strategies to use at the moment misbehaviors occur.

EDM 545 Assessment Techniques: Assessing for Student Learning

This course examines, discusses and offers experience and analyzing authentic assessments, as well as studies the progression of the standards-based movement and how the Common Core State Standards will better allow educators to prepare students for the future.

EDM 555 The Kinesthetic Classroom: Teaching and Learning Through Movement

This course examines, discusses and offers hands-on learning through understanding how instructional content can be enlivened in the P-12 classroom through the use of dynamic movement and kinesthetic activity. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed.

EDM 560 The Culturally Distinctive Classroom

This course examines, discusses and offers hands-on learning in strategies for classroom management and lesson delivery in a culturally diverse classroom will be examined. The focus is on understanding our national culture in order to understand and appreciate other cultures. A study of multiculturalism, trends in multicultural education through the perspective of the English Language Learner, as well as trends in second language acquisition are key components of this course.

EDM 565 Increasing Student Responsibility and Self-Discipline in Learning Communities

This course examines, discusses and offers hands-on learning through using a three-dimensional model for understanding why students may act irresponsibly in the classroom and what can be done about it. Develop an approach that focuses on students' internal dialogues to help them resolve inner conflicts as well as examine strategies for improving responsibility in the learning community.

EDM 570 Motivation: The Art and Science of Inspiring Classroom Success

This course examines, discusses and offers hands-on learning on why the traditional reward-punishment model does little to promote achievement and offers concrete researched-based ways to motivate students. Motivation as it applies to the learning process will be surveyed: basic human needs, the driving force behind all human behavior, inspiration and peak performance, energizing classroom strategies, and frameworks that encourage change and achievement.

EDM 575 Skills and Strategies for Inclusion and Disabilities Awareness

This course examines, discusses and offers hands-on learning to assist teachers to gain a deeper understanding of disabilities, and examine the social, academic and physical considerations in school, community and home as factors in the learning environment.

EDM 580 Differentiated Instruction

This course examines, discusses and offers hands-on learning through a framework to design effective instruction for all students using students' learning styles, interests and level of readiness.

EDM 585 Styles of Teaching: Personality Type in the Classroom

This course examines, discusses and offers hands-on learning on Jung's four temperaments to understand more thoroughly issues pertaining to teaching, learning, classroom management, communication, conflict resolution, esteem building, and problem solving. Teachers will apply what they learn to real classroom situations.

EDM 590 Developing a Technology Rich Classroom

This course focuses on keeping educators on the cutting edge of free available resources to improve instruction regardless of their teaching situation. Participants will experience a variety of different engaging instructional tools to enhance their own content delivery as well as providing access to their content in new and exciting ways. This course is designed to enhance the educator's knowledge base of content curation and improve their teaching pedagogy around the proper use of instructional technology in a digestible, understandable, and engaging format.

EDM 600 Teaching 'Tweens & Teens

This course examines, discusses and offers hands-on learning to understand the dynamics of upper elementary, middle, and high school students and how they learn best when their needs are recognized and addressed. Content addresses research in the psychology of pre-adolescents and adolescents from a variety of perspectives, including studies in neuroscience, cognitive science, psychology, and education. This course also explores research-based strategies to engage all students and improve the depth of their learning.

EDM 605 The Bully Proof Classroom

This course examines, discusses and offers hands-on learning on the important issue of bullying that today's families, schools, communities, and society face. This course provides research-based information to better understand the issues and develop strategies to address the problem.

EDM 610 Engaging Lang Learners

Teachers of English Language Learners (ELs) no longer solely applies to teachers who certified in ESOL. English Language Learners are all teachers' students and collaboration between the teachers, counselors, and administration is essential for their success. In this course, you will explore the Framework of Equitable and Excellent EL Education as we outline the guiding principles of English Language instruction and how they work together to create an environment where ELs can thrive. You will examine how culturally responsive teaching and critical pedagogy build the foundation for meaningful relationships with students who are learning English. In addition, you will learn how to scaffold your instruction and promote proficiency in the four modalities of language learning: reading, writing, listening, & speaking. Furthermore, you will explore how to design formative assessments that teach academic language, vocabulary, reading, and how to build on background knowledge and skills that will benefit all students. Spanish Language Component: While ELs native languages differ, Spanish tends to be the most common among students in the United States. Therefore, there will be seven modules to help you lay a novice-level foundation in Spanish, so you can communicate with your ELs at the beginning of their journeys in becoming proficient in English.

EDM 615 Strategies for ADHD, LD, and a Spectrum of Learners

This course examines, discusses and offers hands-on learning in today's classrooms that include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. Learn how to tap into your students' strengths with appropriate interventions and curriculum practices.

EDM 620 The Kinesthetic Classroom II: Moving Across the Standards
This course examines, discusses and offers hands-on learning to design kinesthetic activities for the P-12 classroom focusing on teaching Common Core and national standards based content. It also supports the refinement of strategies and techniques regarding "The Six-Part Framework" to ensure maximum student participation that enhances academic achievement, builds class cohesion, and develops life skills. Teachers create new activities and tactics to enhance the learning process for the students and design effective action plans to increase movement in the school environment.

EDM 625 Teaching 2.0: iPads in Edc
This course examines, discusses and offers hands-on learning regarding how iPads are rapidly changing the face of education. Teaches will increase knowledge of how the iPad works; learn how data collection, storage, and management can be made more effective; examine applications for classroom use, lesson planning and presentations. Teachers will also explore and experience how to better meet the needs of 21st century learners and streamline data collection and daily management.

EDM 630 Skills for Building the Collaborative Classroom
This course examines, discusses and offers hands-on learning to bolster collaboration, cooperation, innovation, creativity and critical thinking (all 21st Century Skills) using interactive hands-on structures and activities. The goal: to engage students living in a global community and ultimately working in a global marketplace. Participants can expect to learn how to successfully encourage students to work cooperatively and collaboratively to THINK, CREATE, SHARE and GROW interdependently.

EDM 635 Reflective Practice in Teaching
This course examines, discusses and offers hands-on learning for teachers to apply concepts and principles of reflective teaching practice in the context of critical and transformative pedagogies. Emphasis is placed on linking reflection on practice to make informed instructional decisions. This course is structured so that graduate students are guided through a reflective process leading to deeper insights into the nature of teaching and learning. Prerequisite(s): This course may be taken only after the completion of at least 5 courses in the program.

EDM 638 Spec Topics: AI for Educators

EDM 640 The MT Balance
This research-based graduate course examines the concept of a blended teaching/learning approach that defines the balance between movement and technology to optimize student learning and success. As technology has increased, movement has decreased, effecting the health, well-being and learning potential of the 21st century student. Defining and creating the movement/technology balance in our schools is now a vital necessity for future growth and academic achievement. Some focus topics include: uniting movement and technology to make the M.O.S.T. of the 21st century classroom, technology overload, the power of movement, digital responsibility, the technology machine, and the movement-technology connection. Merging these two concepts promotes a classroom environment that meets content standards effectively, increases standardized test scores and enriches the learning process while preparing students for future challenges.

EDM 645 The Mindful Classroom
This course introduces educators to mindfulness as a lifestyle and more importantly, as an instructional style rather than an isolated period of instructional time. Establishing best practices in mindfulness instruction is a key component of this course. Developing personal practice and how mindfulness affects the brain coincide to define the role of the mindful teacher. How to introduce mindfulness to our communities is addressed, as well as Cognitive Load Theory.

EDM 671 Special Topics

EDM 900 Special Topics

Faculty

Director: January M. Baker, Ph.D.

Academic Advisor: Christopher Packard

Instructors: Designed to enhance classroom instruction, courses are taught by veteran educators with years of experience in elementary, middle school, and secondary settings.

Program Contact Information

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Marriage and Family Therapy, M.A.

Program Description

Students earning a Master of Arts degree in in Marriage and Family Therapy will meet the education requirements for licensure as Marriage and Family Therapists. The MFT Master's Program is COAMFTE Accredited.

Diversity Statement

Diversity includes many areas, and addressing it involves understanding the importance of an appreciation for differing world views. Non-discrimination policy is stated in the opening section of this catalog.

The MFT program at La Salle University are committed to diversity, inclusivity, and social justice. This is accomplished through courses and coursework, internship and clinical experiences, professional activities, and developmental opportunities.

Issues of diversity and social justice are addressed and integrated throughout the MFT curricula.

Statement on Harassment, Sexual Misconduct, and Discrimination

The Marriage and Family Therapy Program harassment, sexual misconduct, and discrimination policy is in accord with the La Salle university policy on harassment, sexual misconduct, and discrimination, aligned with the La Salle mission and the Student Guide to Resources, Rights, and Responsibilities to establish an environment where students, faculty and staff can function, work and learn, safely and with respect.

The MFT Program publishes a Diversity statement in its Student Handbook and a diversity statement is listed on all MFT Course syllabi. La Salle's MFT Program is committed to understanding and appreciating diversity among all individuals, and to the principle that there shall be no discrimination in the treatment of any person.

Student's Guide to Resources Rights and Responsibilities contains the university's policy on Harassment, Sexual Misconduct, and Discrimination. This can be found online: <https://www.lasalle.edu/students/dean/divpub/manuals/studentguide/>

Mission

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

Program Goals

Program Goal #1: The program will follow the Lasallian tradition of developing the whole person, encouraging students' professional and personal growth; offering a learning environment that reflects care and concern, prioritizing students and their learning needs; maintaining a faculty who demonstrate excellence in teaching and mentorship.

Program Goal #2: The program will create and structure learning opportunities so that students can demonstrate foundational, ethical, and legal knowledge in working with individuals, families, and couples so that they can be prepared to pass an examination for licensure as a marriage and family therapist.

Program Goal #3: The program will emphasize clinical skill training and experiential learning, enabling students to develop therapeutic

relationships, demonstrate clinical competency in their clinical skills, and effectively deliver therapeutic interventions.

Program Goal #4: The program will prepare students for employment in a culturally diverse environment by facilitating self-reflective learning experiences for students to understand how their own sociocultural identities are essential to providing culturally sensitive therapy.

Program Goal #5: While offering multidisciplinary learning opportunities to students, the program will train students in marriage and family therapy professional identity, ethics, law, and the importance of using research to engage in evidenced-based practice.

Degree or Certificate Earned

M.A.

Required for Program Completion

- Courses
 - 23
- Credits
 - 60
- GPA
 - 3.0

Student Learning Outcomes

Program SLO #1: MFT students will demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

Program SLO #2a: MFT students will use MFT/systems theories to guide case conceptualization and treatment planning.

Program SLO #2b: MFT students will develop professional identities as MFTs.

Program SLO #2c: MFT students will demonstrate competency in MFT ethics as defined by the AAMFT Code of Ethics.

Program SLO #2d: MFT students will have an understanding of legal responsibilities.

Program SLO #3: MFT students will utilize appropriate systemic techniques and interventions to maintain collaborative relationships with clients.

Program SLO #4: MFT students will develop competencies in working clinically with diverse, international, multicultural, marginalized, and/or underserved communities.

Program SLO #5: MFT students will demonstrate the ability to apply research relevant to their clinical practice.

Program Specific Information

Supervised Practical Training (Field Placement) Internship and Professional Seminar

The Field Placement Internship experience provides students with hands-on, inclusive, and diverse clinical experiences within multi collaborative organizations and nonprofits that treat individuals, couples, families and groups from a marriage and family therapy and systemic perspective. Supervision for students is provided by sites that have affiliation agreements with the University. Supervisors are AAMFT-Approved or AAMFT-Approved in training. Supervision is a required part of each student's field placement internship experience.

Marriage and Family Therapy students complete a calendar year experience that is comprised of three semesters of Internship (PMFT 680 (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.lasalle.edu%2Fsearch>))

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 I/PMFT 681 ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.lasalle.edu%2Fsearch%2F%3FP%3DPMFT%2520682&data=05%7C02%7C%7C5e81256120724a717e5e08dc2784391a%7C1036f37b0d59489ca8801a6aebd2bd07%7C0%7C0%7C638428696067149908%3CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ik1haWw1LCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=H8emrYdkRCLNlefR31PyiYnvqSryF8sXicXLXQ1Xjhk%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.lasalle.edu%2Fsearch%2F%3FP%3DPMFT%2520681&data=05%7C02%7C%7C5e81256120724a717e5e08dc2784391a%7C1036f37b0d59489ca8801a6aebd2bd07%7C0%7C0%7C638428696067130881%3CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ik1haWw1LCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=BFfmb68I0c1JoHCE4D%2F1jDE965Xh1Rf%2FG%2FE2i7hYA14%3D&reserved=0)) Internship III) of at least 600 clock hours, 300 of which need to be direct client hours, and 100 of which needs to be direct contact relational hours. Student must complete at least 100 hours of supervision which 50 of those 100 hours must be observable by video or audio. Student must have 25 of the 50 hours must include student in video. The usual clinical internship placement involves 14 to 18 hours per week of service.

While engaged in the internship, students also attend the co-requisite Professional Seminar course (PMFT 690 ([https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.lasalle.edu%2Fsearch%2F%3FP%3DPMFT%2520691&data=05%7C02%7C%7C5e81256120724a717e5e08dc2784391a%7C1036f37b0d59489ca8801a6aebd2bd07%7C0%7C0%7C6384286960671510008%3CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ik1haWw1LCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=jAgNqHT11Z8TX3Aa0Lu%2FzFlkiMzyzJU%2BQ4XpR%2FSo01w%3D&reserved=0](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.lasalle.edu%2Fsearch%2F%3FP%3DPMFT%2520690&data=05%7C02%7C%7C5e81256120724a717e5e08dc2784391a%7C1036f37b0d59489ca8801a6aebd2bd07%7C0%7C0%7C638428696067150981%3CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ik1haWw1LCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=KY9YFaDv%2FjeXkE2xfeg60e6HGtehHqFxyQB00XRFw10%3D&reserved=0)) Professional Seminar II/PMFT 692 (<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.lasalle.edu%2Fsearch%2F%3FP%3DPMFT%2520692&data=05%7C02%7C%7C5e81256120724a717e5e08dc2784391a%7C1036f37b0d59489ca8801a6aebd2bd07%7C0%7C0%7C638428696067160000%3CUnknown%7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ik1haWw1LCJXVCi6Mn0%3D%7C0%7C%7C%7C&sdata=Zowts6g2cvZCCshQApLU33KMzFoRHOCdAlvOqlznJgl%3D&reserved=0>) Professional Seminar III). Students should refer to the MFT Program Handbook for additional details about Field Placement.

Additional Program Requirements

In addition to the curricular and field placement requirements, students are required to pass the Written Comprehensive Examination and Oral

Comprehensive Examination for graduation. Both of these exams are specific to the student's degree. Students should refer to the MFT Program Handbook for additional details about both comprehensive exams.

Students must pass the Written Comprehensive Examination prior to applying for Internship.

Preparation for Licensure

Marriage and Family Therapy is a profession that leads to licensure in all 50 states; however, each state has its own law and regulations about what is needed to become licensed as a MFT in that state. The Marriage and Family Therapy Master's program (60 credit hours) at La Salle University meets the regulatory educational process for the state of Pennsylvania. Students should refer to the MFT Program Handbook for additional details about licensure.

Academic Requirements

Master's Degree Program

Code	Title	Credits
Required Courses		
PCC 500	Introduction to Counseling and Psychotherapy: Theories and Interventions	3
PMFT 502	Counseling Laboratory I	3
PCMF 503	Psychopathology	3
PCMF 504	Human Behavior: A Developmental Perspective	3
PMFT 505	Systems and Systemic Thinking	3
PCMF 506	Basic Principles of Research Design, Statistics, Program Development, and Evaluation	3
PMFT 516	Ethical, Legal, and Contemporary Issues for Systemic Therapists	3
PCMF 602	Advanced Counseling Laboratory	3
PMFT 603	Human Sexuality	3
PMFT 608	Therapeutic Approaches for Children and Adolescents	3
PMFT 614	Working with Families	3
PMFT 616	Contextual Family Therapy	3
PCMF 619	Multicultural Counseling and Therapy	3
PMFT 624	Marital and Couples Therapy	3
PMFT 628	Understanding Relationships	3
PMFT 704	Addictions and the Family	3
Select six to eight credits of the following:		
PMFT 680	Internship I	
PMFT 681	Internship II	
PMFT 682	Internship III	
Select three to four credits of the following:		
PMFT 690	Professional Seminar I	
PMFT 691	Professional Seminar II	
PMFT 692	Professional Seminar III	
Select one of the following: (Additional 3 credit hours required to meet 60 credits)		
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling	3
PCC 512	Addictions Counseling	
PCC 601	Grief, Loss and Trauma Counseling	

PCC 610	Cognitive-Behavioral Approaches in Counseling & Psychotherapy
PCC 611	Insight-Oriented Approaches in Counseling and Psychotherapy
PCC 612	Group Processes in Counseling and Psychotherapy
PCC 644	Career Counseling
PMFT 646	Sex Therapy
PCMF 607	Graduate Research ¹
PCMF 670	Special Topics
PCMF 671	Special Topics

Total Credits **60**

1

As approved by the Director.

Course Sequence

Progression through the Program

The Marriage and Family Therapy requires **60** credits, as specified in the curriculum section.

- 15-21 credits—Theories and processes in Marriage and Family Therapy
- 15-27 credits—Advanced training in specific approaches in the degree program
- 9 credits—Supervised practical training through practicum, internships, case seminar, and professional seminar for Marriage and Family Therapy

Students are provided with a Plan of Study when accepted into the program based on their preference to complete the program in 2 years + 1 semester, 3 years, or 4 years.

Course Descriptions

Marriage Family Therapy

PMFT 502 Counseling Laboratory I

This laboratory course is designed to develop the basic counseling and therapy skills that enables students to understand the client/s, develop a trusting relationship with the client/s, and to facilitate the client/s' self-exploration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered. Restriction(s): PCC majors register for PCC section; MFT majors register for MFT section

PMFT 505 Systems and Systemic Thinking

This course provides the student with an overview of systemic concepts and systemic functioning. It includes structure, development, health, and dysfunction from traditional systemic theoretical constructs and approaches. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to families and other systems.

PMFT 516 Ethical, Legal, and Contemporary Issues for Systemic Therapists

This course examines current ethical and legal issues for couple and family therapy practice and the most current AAMFT Code of Ethics. The course covers ethical, legal, and personal safety considerations for traditional in-person treatment, the use of technology in clinical practice, and systemic teletherapy.

PMFT 603 Human Sexuality

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.

PMFT 607 Graduate Research

PMFT 608 Therapeutic Approaches for Children and Adolescents

This course is designed to provide an understanding of working with children, adolescents, and their families. It will focus on treating a variety of presenting issues, as well as provide several theoretical perspectives for working with families with children and/or adolescents. We will explore many clinical interventions for working with youth of varying ages, and the course will include play therapy. Students will have many experiential opportunities to learn about play therapy techniques and interventions. Careful attention will be paid to ethical issues, laws regarding mandated reporting, duty-to-warn, when treating children and adolescents, as well as cultural and diversity issues will be addressed. Prerequisite(s): PCC/PMFT 500 and PCC/PMFT/PCMF 502

PMFT 614 Working with Families

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

PMFT 616 Contextual Family Therapy

This course provides an exploration of the convictions, concepts, strategies, and techniques of contextual therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families. Prerequisite(s): PMFT 505

PMFT 624 Marital and Couples Therapy

This course is designed to provide the student with an understanding of the issues typically addressed in couples' therapy and the ethical considerations when working with couples. Role playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couples therapy, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, are addressed. Prerequisite(s): PMFT 505

PMFT 628 Understanding Relationships

This course examines human relationships with particular reference to their various forms, functions, and patterns of development. The processes of attachment, separation, individuation, and differentiation are highlighted and are used in a contextual (systemic) framework to examine each relationship. Special emphasis is placed on the clinical applications of this knowledge to couples and families. The student is required to complete a study of one of his/her primary dyadic relationships. Prerequisite(s): PMFT 505

PMFT 634 Addictions and the Family

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

PMFT 646 Sex Therapy

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment will be addressed. Models of sexual response, general theories of sex therapy, and modes of sex therapy will also be explored. Students will learn to take detailed sexual histories, sexual assessments, and applications of sexuality within a clinical framework with consideration of multicultural diversity. Prerequisite(s): PCC/PMFT 502 and PMFT 603

PMFT 680 Internship I**PMFT 681 Internship II****PMFT 682 Internship III****PMFT 683 Internship IV****PMFT 690 Professional Seminar I****PMFT 691 Professional Seminar II****PMFT 692 Professional Seminar III****PMFT 693 Professional/Case Seminar****Prof Clinical Counseling****PCC 500 Introduction to Counseling and Psychotherapy. Theories and Interventions**

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

PCC 501 Professional Orientation and Ethical Practice of Counseling

This course instructs the student on the history and philosophy of the counseling profession; in it the student will gain an understanding of the role, function, and interactions counselors engage in with other human service providers. Additionally, the counselors' role and responsibility with regard to emergency, crisis, and trauma-causing events is examined. Self-care of the counselor, supervision practices and models, overview of professional organizations, advocating for the profession, and advocating for the success of clients is also covered. Personal safety concerns for the counselor is discussed and covered. Throughout the course there is a focus on the ethical standards of the professional organizations, credentialing bodies, and licensing as well as legal issues as related to the professional counselor.

PCC 502 Counseling Laboratory I

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

PCC 503 Psychopathology**PCC 504 Human Behav:Develp Persp****PCC 506 Prin Research Design Stat****PCC 507 Advanced Statistics**

This course provides students with statistical background that is useful in organizational research settings such as survey analysis and program evaluation. The topics include both parametric and non-parametric statistical methods, such as descriptive statistics, point and interval estimates, means comparisons, correlation, linear regression and multiple regression.

PCC 508 Cognition and Learning

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

PCC 509 Psychological Assessment I: Assessment in Clinical and Career Counseling

This course addresses the basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. It uses major reference works for selecting and evaluating assessment procedures and

PCC 510 Advanced Research Methods

This course provides students with background on higher level research methods topics and statistical techniques that are useful to students in their roles as consumers and producers of research. Specific topics include the use of statistical methods to e

PCC 511 Practice and Concepts of Clinical Mental Health Counseling

In this course, students learn the history, philosophy, trends, and practices within community mental health agencies. This course will review the roles and function of clinicians and help students in developing the knowledge and skills needed to work as

PCC 512 Addictions Counseling

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

PCC 513 Advanced Social Psychology

This course provides students with background on topics related to social bases of human behavior which have direct implications to human behavior in organizational settings. The topics include attitude, social perception and cognition, persuasion, helping, attraction, self-concept, stereotype and prejudice, aggression and group processes.

PCC 515 Personality Theories**PCC 533 Advanced I/O Psychology**

This course provides a review of psychological principles applied to issues of organizations, including organizational assessment, selection, training, performance, organizational development, motivation, and work-life balance.

PCC 570 Statistics and Research Methods

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree.

PCC 574 Introduction to Graduate Research and Writing

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree. The course introduces students to the latest research technology and databases for advanced work

PCC 601 Grief, Loss and Trauma Counseling

This course will provide students with an advanced understanding of grief, loss, trauma, and related counseling interventions for children, adults, and families. The basics of grief and bereavement will be explicated, as will specific disorders related to trauma. This course is designed to help students identify needs, resources and assets available to clients coping with grief and/or trauma related disorders, and research supported methods in improving client functioning. Prerequisite(s): PCC 500 and PCC/PMFT 502

PCC 602 Counseling Lab II**PCC 607 Graduate Research**

This course 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. Restriction(s): Offered as an Independent Study with approval of Director and sponsored by a faculty member Prerequisite(s): PCMF 506

PCC 610 Cognitive-Behavioral Approaches in Counseling & Psychotherapy

This is a clinical skills course that focuses 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 i

PCC 611 Insight-Oriented Approaches in Counseling and Psychotherapy

A clinical skills course that focuses on the issues addressed in those counseling and psychotherapy approaches that see the gaining of insight as a significant goal in the change process. Key concepts identified with these specific approaches will be presented along with general process issues for working with individuals. Techniques specific to a number of insight-oriented approaches will be explored and students will be encouraged to gain both an understanding of these skills and the ability to utilize them. Prerequisite(s): PCC 500, PCC/PMFT 502

PCC 612 Group Processes in Counseling and Psychotherapy

This course combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy and also participates in group counseling sessions on issues presented by the classroom group. This experi

PCC 614 Working with Families

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

PCC 619 Multicultural Counseling**PCC 633 Prof Issues in Addictions****PCC 635 Measurement of Individual Differences**

This course provides students with background on various measurement issues in organizations, such as employee selection, performance appraisal, employee attitude surveys, and training evaluation. The topics include classical measurement theory, generalizability theory, item response theory, various psychological tests in I/O settings and professional guidelines in organizational measurements. Prerequisite(s): PCC 507 and PCC 533

PCC 636 Work Motivation/Attitude

This course provides students with the basis for understanding research and theory in relevant domains of I/O psychology that represent general applications of one or more motivational perspectives. The topics include worker attitudes, opinions, beliefs, and general strategies for work motivation such as goal setting, job design, incentive systems, and participation in decision making. Prerequisite(s): PCC 507 and PCC 533

PCC 644 Career Counseling

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

PCC 649 Personality Assessment**PCC 653 Organizational Interventions**

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 t

PCC 654 Organizational Training

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

PCC 659 Selection/Performance Management

This course presents the theories and techniques involved in the employee selection and performance appraisal/management processes. The topics include job analysis, classical and decision-theory models of selection, alternative selection devices including

PCC 660 Practicum

This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor. The practicum must be

PCC 661 Professional/Case Practicum Seminar

This course examines professional and ethical issues, with particular reference to the everyday issues of practice, in a peer consultative format. The student is encouraged to develop a "critically examined" personal style and stance with which to address

PCC 662 Prof/Eth Iss in Counseling II**PCC 670 Special Topics****PCC 677 Special Topics****PCC 680 Internship**

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct

PCC 681 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 682 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 683 Internship IV**PCC 685 IOP Program Internship**

The supervised internship experience is in an approved business/organization for a minimum of 200 hours per term. (Continued with PCC 686.) Each semester is two credits. Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses

PCC 686 IOP Program Internship

The supervised internship experience is in an approved business/organization for a minimum of 200 hours per term. (Continued with PCC 686.) Each semester is two credits. Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination Corequisite(s): PCC 685 taken with PCC 695; PCC 686 taken with PCC 696

PCC 688 I/O Thesis

Thesis is a culmination of knowledge and skills learned in the program. Students will conduct their own research project under the supervision of a faculty advisor and prepare a research report of high quality that is suitable for publication or presentation at a national and/or professional conference. *The Thesis is a total of six credits: PCC 688 (3 credits) and PCC 689 (3 credits). Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

PCC 689 I/O Thesis

Thesis is a culmination of knowledge and skills learned in the program. Students will conduct their own research project under the supervision of a faculty advisor and prepare a research report of high quality that is suitable for publication or presentation at a national and/or professional conference. *The Thesis is a total of six credits: PCC 688 (3 credits) and PCC 689 (3 credits). Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

PCC 690 Professional/Case Seminar

Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination Corequisite(s): Taken with PCC 680

PCC 691 Professional/Case Seminar

Corequisite(s): Taken with PCC 681

PCC 692 Professional/Case Seminar

Corequisite(s): Taken with PCC 682

PCC 693 Professional/Case Seminar**PCC 694 Professional Case Seminar****PCC 695 IOP Professional Seminar**

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal respons

PCC 696 IOP Professional Seminar

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. Prerequisite(s): For PCC 685 - completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination Corequisite(s): PCC 695 taken with PCC 685; PCC 696 taken with PCC 686

Prof Counsel/Marriage Family**PCMF 503 Psychopathology**

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

PCMF 504 Human Behavior: A Developmental Perspective

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

PCMF 506 Basic Principles of Research Design, Statistics, Program Development, and Evaluation

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

PCMF 602 Advanced Counseling Laboratory

This course builds on the basic skills practiced and developed in the first counseling laboratory—PCMF 502. It provides the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies, with particular attention given to distinguishing between the content and the process of therapy. While it emphasizes those skills and techniques common to many, if not most, approaches, it also highlights those emphasized and represented in the respective concentrations of the program. Students are assigned to sections of this course according to their concentration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered. Prerequisite(s): PCC/PMFT 502; MFT Students: PCMF 505; PCC Students: PCC 501

PCMF 619 Multicultural Counseling and Therapy

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

PCMF 648 Professional/Skill Development

This course is individually designed by a faculty member for a student who has been recommended for enhanced professional or skill development. The intent of the course is to assist the student in improving their academic ability, clinical skills, and professionalism in order to be successful in the overall program. The student must agree to the professional or skill development plan once it has been established, and continue in the course until it has been determined by the faculty member that the student has passed with a B grade or higher. Students may have to take this course for more than one semester. Restriction(s): This course is only available to students by recommendation from committee and approval of the Director.

Faculty

Director of Marriage and Family Therapy Master's Program: April Lancit

Director Professional Clinical Counseling Master's Program: Joe Charette, Ph.D.

Professors: Cardaciotto

Associate Professors: Roth

Assistant Professors: Turner

Lecturers: Agnostinelli, Cos, Evans-Weaver

Program Contact Information

April Lancit

Marriage and Family Therapy Master's Programs

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Nonprofit Leadership, M.S.

Program Description

The Master's in Nonprofit Leadership is an interdisciplinary program intended for both those already working in the nonprofit sector as either a paid employee or a volunteer, as well as those who wish to move into the nonprofit sector. Preparing leaders for the nonprofit world of the 21st century requires competency in many different disciplines. Thus, the program draws from the disciplines of psychology, planning, evaluation, fund raising, ethics, law, human resources, finance, marketing and more so that students can develop the understanding needed to be a successful nonprofit leader and run a successful nonprofit organization. Graduates of this program not only gain the interdisciplinary framework and knowledge needed to lead, they also have had an opportunity to apply that knowledge and learn the challenges of aligning theory and practice.

The program adheres to the crucial goals of Lasallian graduate education.

- Scholarly inquiry in the pursuit of truth, evidenced by its faculty and students alike. Whether relying on real life case studies, the revelations of current research and/or the assessment of real life events, students and faculty in the program dissect the data to understand better the past so they can prepare for the future.
- Through their research and professional components, graduate programs prepare students for academic and professional careers as well as service to the community. Through an integrated approach used in all classes, the program equips students with the ability to balance theory and reality, a constant need in the real work world. It prepares students to be successful paid leaders in the nonprofit sector, as well as very knowledgeable volunteers, should they choose to serve on a nonprofit board, board committee and/or be a volunteer to help implement the mission.
- Graduate programs promote lifelong learning in response to the changing and diverse needs of the 21st century workplace and the global community. The current workforce needs more nonprofit employees in general, and leaders in particular. In the past fifteen years, the nonprofit sector has grown between 17%-24%, while the for-profit sector declined by 5%. We are now seeing the exodus of Baby Boomer executive directors who delayed their retirement because of the Great Recession, and some delayed it further due to the pandemic. This rate of growth and retirement of executive directors combine to create a need for new leaders that will exceed 500,000. Directly and indirectly, the program curriculum will teach students the importance of bringing research and theory into their daily practice to ensure that they are driving their program or organization on the good-better-best practices continuum, aiming always for best practices.

Mission

The mission of the Master's in Nonprofit Leadership is to educate those who seek a leadership position anywhere in the nonprofit sector and to provide them with the knowledge, theory, skills, and approaches necessary to guide an organization (or program) successfully through the ever changing and complex environment in which we all operate. It equips leaders wherever they reside on an organization chart to best fulfill the promises of the particular nonprofit in which they lead and to

fulfill the promise of all nonprofits: to improve the quality of life for all and enrich the communities in which we live.

Program Goals

The program has the following three broad goals:

- To give students a theoretically based, practice-oriented, best practices framework for leading in the nonprofit sector of the 21st century, which translates into competencies in psychology, planning, evaluation, fund raising, ethics, law, human resources, finance, governance, and marketing;
- To emphasize the practical and real time application of knowledge gained, to ensure that students don't just learn ideas about leading a nonprofit but also have experienced how to organize and assess them in the real world under the tutelage of an experienced professional; and
- To ensure that both the knowledge and experience gained are solidly rooted in ethical practice. Thus, while there is a course focused on the law and ethics of nonprofits, ethical practice will run continuously through every class in the curriculum.

The nonprofit sector is extremely diverse, from social service organizations to arts and culture to environment to social justice and more. The National Taxonomy of Exempt Organizations, used by the IRS and others, identifies 26 major categories of nonprofits, and 655 detailed categories. Variety of purpose aside, however, the majority of the tasks of leading a nonprofit varies little from category to category. Thus, the program will prepare students to work anywhere in the sector.

Program Specific Information

Graduation Requirements

Successful completion of all required courses within a 7-year period is required for graduation. Additionally and importantly, all students must have a cumulative minimum grade point average of 3.0 to graduate.

Degree or Certificate Earned

M.S.

Required for Program Completion

- Courses
 - 11
- Credits
 - 33
- GPA
 - 3.0

Student Learning Outcomes

At the completion of this program, a student will be able to do the following:

- Have the skills to assume a leadership position or strengthen their performance in a current leadership position in a nonprofit;
- Analyze, critique, and solve problems in a nonprofit environment;
- Apply newly attained ideas and strategies;
- Explore topics and issues relevant to their daily, nonprofit lives through case studies, research, and data collection of various types;
- Understand what it means to be an ethical leader and steward of a nonprofit that operates legally and with integrity;

- Determine through self-assessment and conversation with others, their most appropriate role in the nonprofit sector.

Academic Requirements

The Masters in Nonprofit Leadership requires a minimum of 33 credit hours for graduation. Students will be allowed to take up to six credits a semester. A student taking six credits during fall and spring semesters and three credits over the summer could, as suggested below in the model roster, complete the degree in as few as seven semesters. A student will, however, have a maximum of seven years to complete the degree, should s/he desire.

Course	Title	Credits
First Year		
First Semester		
Session I		
NPL 605	Nonprofit Management	3
Session II		
NPL 615	Nonprofit Finance	3
		Credits
		6
Second Semester		
Session I		
NPL 620	Fund Development for Nonprofits	3
Session II		
NPL 625	Strategic Planning for Nonprofits	3
		Credits
		6
Third Semester		
NPL 652	Leadership Assessment and Evaluation ¹	3
		Credits
		3
Second Year		
First Semester		
Session I		
NPL 630	Law and Ethics in the Nonprofit Sector	3
Session II		
NPL 645	Marketing for Nonprofits	3
		Credits
		6
Second Semester		
Session I		
NPL 635	Program Evaluation for Nonprofit Leaders	3
Session II		
NPL 610	Governance and Leadership	3
		Credits
		6
Third Semester		
NPL 650	Issues and Trends in the Nonprofit Sector	3
		Credits
		3
Third Year		
First Semester		
NPL 700	Capstone ²	3
		Credits
		3
		Total Credits
		33

¹

There is only one eight-week session over the summer.

²

This is the only class in the program that is a full semester.

Course Sequence

With the exception of three classes, students may take classes in any order they choose, regardless of the course number. The three exceptions are:

- NPL 605 Nonprofit Management–Nonprofit Management must be the first class a student takes in the program.
- A student must have *completed at least four other classes* before taking NPL 650 Issues and Trends in the Nonprofit Sector–Issues and Trends in the Nonprofit Sector.
- NPL 700 Capstone - Capstone is the last class a student takes in the program.

Course Descriptions

Nonprofit Leadership

NPL 605 Nonprofit Management

This introductory course provides an examination of the management, operations and governance principles and practices of nonprofits in the United States. Directly and indirectly, students will learn the answers to the following questions—and more: How should and do nonprofits operate? What makes them tick? How are nonprofits similar to and different from for-profit organizations? What are the myths versus the truths about nonprofits? What are the challenges facing nonprofits now and in the near future? And so much more.

NPL 610 Governance and Leadership

This course is designed to provide students with a full understanding of the roles and responsibilities of American nonprofit boards, individual board members and executive leadership, as well as the interplay of all, and to introduce the idea of alternative model(s). Through class, readings and assignments, students will learn the theory and the ideal and compare it with the reality. As a result, they will be able to formulate a strong board, devise a strong governance-leadership relationship, evaluate ongoing performance, and support ongoing positive outcomes.

NPL 615 Nonprofit Finance

This course is designed to provide the skills and knowledge to plan an organizational budget, to implement best practices in financial policies and procedures, to evaluate financial statements, to make financial decisions, and to comply with the legal reporting requirements.

NPL 620 Fund Development for Nonprofits

This class offers an overview of fundraising trends, concepts, and strategies. Students will gain an understanding of how fundraising works, and learn how to design contributed revenue programs for charitable nonprofit organizations. Major topics include donor motivation, communicating your organization's worth to donors, and selecting effective fundraising strategies based on an organization's individual circumstances. Students will learn how to raise funds from individuals, foundations, and corporations. Issues of ethics in fundraising will also be explored.

NPL 625 Strategic Planning for Nonprofits

This class focuses upon strategic planning/strategic management, essential skill areas for the 21st century leader. The course highlights planning models as well as key planning functions. The course is "Grounded in theory; anchored in application." Students will learn and apply a set of well-established planning tools and techniques. This course is collaborative, placing shared responsibility for learning upon all participants, students and instructor alike. This course is interactive, featuring a variety of learning tools and approaches. Real work samples are introduced and multiple learning techniques employed.

NPL 630 Law and Ethics in the Nonprofit Sector

This class is about both law and ethics, underscoring that they are not synonymous. Students will gain an understanding of the legal requirements and ethical considerations surrounding everything from starting and dissolving a nonprofit to the laws of fundraising and lobbying. As a class for nonprofit leaders, not lawyers, the course is designed to allow students to appraise and interpret the legal and ethical frameworks necessary to ensure compliance and the ability to construct the right questions to ask of an attorney, the right ethical challenges to propose to staff and board and the tools and knowledge needed to design an organization that is not only legally compliant but ethically run.

NPL 635 Program Evaluation for Nonprofit Leaders

Program Evaluation for Nonprofit Leaders recognizes that the nonprofit sector has entered the "Age of Assessment." This course covers both quantitative and qualitative theories and approaches to evaluation with special accent upon measuring program outcomes. The course utilizes a well respected, time tested evaluation model for evaluation and a hands-on approach to apply concrete, practical tools and techniques. Applications range from preparing an evaluation design to demonstrating specific skills such as developing logic models, survey design, and focus group facilitation. The course does not emphasize statistical or technological applications.

NPL 640 Self-Assessment for Leadership

NPL 645 Marketing for Nonprofits

The course will enable participants to understand the advanced principles of marketing and public relations with the purpose of applying them as part of the strategic planning knowledge base required of any high-level nonprofit executive. By the end of the course, participants will be proficient in preparing a marketing plan and putting these principles into practice.

NPL 650 Issues and Trends in the Nonprofit Sector

This course is designed to do two things: to explore some of the current trends and issues operating in the nonprofit sector at this time AND to help students gain a comfort with understanding the research of others so that they may become better consumers of research, if not also better researchers. This class explores together three specific, current issues/trends of which nonprofit leaders should be aware because of their potential impact, be it positive, negative or even neutral. The trends explored change with each offering of the class, but two are selected by the profession and the third by the class. In addition, each student will investigate, and share with the rest of the class, an issue/trend of interest to him/her. Prerequisite(s): Students must have taken at least four other classes before this class.

NPL 652 Leadership Assessment and Evaluation

This experiential course is focused on helping students expand their leadership/management capability through systematic assessment of their existing competencies, targeted skill development, and by providing practice in applying the newly acquired skills. A five-step learning framework is used to "drive" this skill acquisition process. During this skill development process, the student receives feedback from self-assessment results, faculty, other participants and co-workers. Topics will include: self-awareness, time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership, and leading positive change.

NPL 670 ST: Nonprofit Ldrshp Fundament

NPL 700 Capstone

The Capstone Project is a semester-long, learning experience focused on a specific aspect of nonprofit leadership based on a student's interests.

The capstone is intended as an opportunity both to integrate all that has been learned throughout the course of the degree program and to explore more deeply a particular subject matter tied to a student's professional development. A student is required to present her/his capstone project both orally and in written form. Prerequisite(s): All other classes in the program must have been completed before a student may enroll in NPL 700.

NPL 770 Special Topics

Faculty

Program Director, Laura Otten, Ph.D.

Lecturers: Otten, Piff, M. Reilly, Scurto-Davis, Shropshire, Simmons, Smith

Program Contact Information

Masters in Nonprofit Leadership

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Staff Contact Information

Kara Wentworth, Ph.D.

Director

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(215) 951-3508

Nursing, MSN

Program Description

The program of study may be completed in any of four tracks:

- Clinical Nurse Leader
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

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.

Mission

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, scholarship and self-care.

Vision

The Nursing program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of diverse communities. Explore, Experience, Excel

Philosophy for Nursing Programs

Nursing is a practice-based profession encompassing both arts and sciences. Nursing provides health services to diverse individuals and groups. Nurses collaborate with multidisciplinary professionals and clients. Nursing care is aimed at facilitating health and wellness, thus fulfilling a contract between society and the profession. Safe, quality nursing interventions are evidence-based. The nursing community at La Salle University respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit.

Students bring their experience to the process of development as ethical, caring practitioners.

Students and faculty relationships foster scholarship, collegiality, respect, and collaboration.

1. Science
2. Holistic care
3. Professionalism
4. Population health
5. Environment

Program Goals

1. Educate baccalaureate prepared nurses for advanced nursing roles, fostering their ability to contribute to the advancement of nursing.
2. To meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.

Program Specific Information

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate program at (La Salle University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org> (<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ccnaccreditation.org>

%2F&data=05%7C01%7C%7C2a3e95d9fc0749dd516708dbf69bb5ec%7C1036f37b0d59489ca8801a6aebd2bd07%7C0%7C638374920867780486%7C7C7FpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiil6k1haWwiLC%7C3000%7C%7C&sdata=uuKtOucEtJn86g0TELdxxUVAMJ%2FnHJKA7RC0klajAE%3D&reserved=0)).

Degree or Certificate Earned

M.S.N.

Required for Program Completion

- Courses
 - 11-19
- Credits
 - 34-59 credits
- GPA
 - 3.0

Student Learning Outcomes

At the completion of the program the student will be able to:

1. Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
2. Practice independently and collaboratively with an interprofessional team while delivering direct and indirect care services in various types of health care systems. (Essential 2, 7, 9, 10)
3. Use research findings from nursing and other disciplines as a basis for clinical decision-making to improve practice and to formulate health policy. (Essential 4, 6)
4. Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
5. Utilize evidence-based practice recommendations and professional standards of care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations. (Essential 4, 8)
6. Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
7. Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups while working in interprofessional collaborative relationships. (Essential 3, 4, 7, 9)
8. Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion. (Essential 7, 8)
9. Function as a leader and change agent in nursing and in health care delivery systems particularly to ensure quality care for vulnerable and underserved populations. (Essential 7, 8)
10. Demonstrate responsibility and accountability for ongoing professional development (Essential 9)

Academic Requirements

Master of Science in Nursing

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 Chair. Please see the Nursing Student Handbook, the University Student Handbook, and Student Guide to Rights and Responsibilities for additional information. These handbooks are both available on the University Web site and in print.

Required for all MSN Degrees

34 to 46 graduate credits (depending on track)

Code	Title	Credits
Core Courses		
Required of students in all tracks		
NUR 709	Nursing Research for Evidence Based Practice	3
NUR 607	Advanced Nursing Roles in Healthcare	3
NUR 608	Advanced Nursing Practice for Population-Based Care	3
Elective		3
Total Credits		12

Course Sequence

Tracks

Requirements vary with specialization chosen.

Clinical Nurse Leader

Code	Title	Credits
NUR 512	Informatics	3
NUR 616	Advanced Health Assessment	3
NUR 617	Advanced Pharmacology	3
NUR 618	Advanced Pathophysiology	3
NUR 631	Clinical Outcomes Management	3
NUR 633	Care Environment Management	3
NUR 634	Field Study in Clinical Nurse Leadership	4
Total Credits		22

Total Credits: 34

Adult Gerontology Primary Care Nurse Practitioner

Code	Title	Credits
NUR 615	Family System Concepts for Primary Care	3
NUR 616	Advanced Health Assessment	3
NUR 617	Advanced Pharmacology	3
NUR 618	Advanced Pathophysiology	3
NUR 660	Adult-Gerontology Primary Care I	3
NUR 661	Adult-Gerontology Primary Care II	3
NUR 665	Field Study: Adult-Gerontology Primary Care I	4
NUR 666	Field Study in Primary Care of Adults II	4
One Elective		3
Total Credits		29

Total credits: 41

Family Nurse Practitioner

Code	Title	Credits
NUR 615	Family System Concepts for Primary Care	3
NUR 616	Advanced Health Assessment	3
NUR 617	Advanced Pharmacology	3
NUR 618	Advanced Pathophysiology	3
NUR 660	Adult-Gerontology Primary Care I	3
NUR 661	Adult-Gerontology Primary Care II	3
NUR 663	Primary Care of Women	2
NUR 664	Primary Care of Children	2
NUR 665	Field Study: Adult-Gerontology Primary Care I	4
NUR 667	Field Study: Adult Gerontology Primary Care II for the FNP Student	2
NUR 668	Field Study in Primary Care of Women	2
NUR 669	FNP Field Study II	3
Total Credits		33

Total Credits: 45

Psychiatric Mental Health Nurse Practitioner

Code	Title	Credits
NUR 615	Family System Concepts for Primary Care	3
NUR 616	Advanced Health Assessment	3

NUR 617	Advanced Pharmacology	3
NUR 618	Advanced Pathophysiology	3
NUR 622	Psychopharmacology	3
NUR 627	Psychiatric Mental Health Nurse Practitioner Role 1 Course	3
NUR 657	Field Study: Psychiatric Mental Health Nurse Practitioner Role 1	4
NUR 628	Psychiatric Mental Health Nurse Practitioner Role 2 Course	3
NUR 658	Field Study: Psychiatric Mental Health Nurse Practitioner Role 2	4
Total Credits		29

Total Credits: 46

Nursing Certificates

Post-Graduate Certificate Programs are available for the following tracks:

Adult-Gerontology Primary Care Nurse Practitioner

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

This track prepares students to provide direct care and to take leadership in the primary care of young adults, adults and older adults. Primary care sites include outpatient clinics, work sites, college health services, emergency rooms, home health and other community-based settings. Upon completion of this track, students are eligible for licensure in the Commonwealth of Pennsylvania and for national certification as an Adult Practitioner.

This track requires a total of 512 clinical hours. The clinical experiences are in NUR 665 Field Study: Adult-Gerontology Primary Care I and NUR 666 Field Study in Primary Care of Adults II.

Family Nurse Practitioner

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

This track builds upon the Adult Gerontology Primary Care Nurse Practitioner Track and prepares students to provide direct care and to take leadership in the primary care of families. Primary care sites include outpatient clinics, work sites, college health services, emergency rooms, home health and other community-based settings. Upon completion of this track, students are eligible for certification in the Commonwealth of Pennsylvania and for national certification as a Family Primary Care Nurse Practitioner.

This track requires a total of 692 clinical hours. The clinical experiences are in:

Code	Title	Credits
NUR 665	Field Study: Adult-Gerontology Primary Care I	4
NUR 667	Field Study: Adult Gerontology Primary Care II for the FNP Student	2
NUR 668	Field Study in Primary Care of Women	2
NUR 669	FNP Field Study II	3
Total Credits		11

For post master's certificate students who are already adult nurse practitioners, the clinical requirements are 306 hours.

Psychiatric Mental Health Nurse Practitioner

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

The Psychiatric Mental Health Nurse Practitioner Program prepares nurse practitioner students to provide a full range of mental health services to clients across the life span. This specialty emphasizes prevention, diagnosis, and management of both acute episodic and chronic mental illnesses. Although not setting specific, clinical rotations will primarily occur in in-patient, outpatient, and community residential settings. Upon completion of this track, students are eligible for certification in the Commonwealth of Pennsylvania and for national certification as a Psychiatric Mental Health Nurse Practitioner.

This track requires a total of 692 clinical hours. The clinical experiences are in:

Code	Title	Credits
NUR 665	Field Study: Adult-Gerontology Primary Care I	4
NUR 667	Field Study: Adult Gerontology Primary Care II for the FNP Student	2
NUR 668	Field Study in Primary Care of Women	2
NUR 669	FNP Field Study II	3
Total Credits		11

Course Descriptions

Nursing

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

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 581 The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

NUR 582 School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing. Prerequisite(s): NUR 581

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618 Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 620 Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

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

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 656 Field Study in Public Health Nursing II

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. Prerequisite(s): NUR 650, NUR 655 Corequisite(s): NUR 651

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3
Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 670 Independent Study**NUR 672 Special Topics****NUR 673 Special Topics****NUR 675 Independent Study****NUR 691 Clinical Practicum II**

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.

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM@-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Student examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based , competent care. Students advance in theoretical knowledge, clinical judgment. differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

Faculty

Chair: Patricia A. Dillon, Ph.D, R.N.

Professors: Czekanski, Dillon

Associate Professors: Donohue-Smith, Frizzell, Herrin, Kinder, Uribe

Assistant Professors: Alberts, Palovcak, Spoon, Wool

Professor Emerita: Wilby

Program Contact Information

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 215-951-1322

Staff Contact Information

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 Administrative Assistant
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 215-951-1413

Nutrition, B.S.Nutr./M.S. - Coordinated Program in Dietetics (5- Year)

Program Description

The Nutrition 5 year B.S./M.S. Coordinated Program in Dietetics is an accelerated Bachelor's to Master's program with a unique focus on urban health. The master's degree includes a minimum of 1,000 hours of supervised practice in clinical nutrition, community nutrition, and food service management during the final two years of the program. Upon successful completion of both degrees including the supervised practice, graduates are eligible to sit for the national Registration Examination for Dietitians (RD Exam). Graduates who successfully pass the RD Exam become Registered Dietitian Nutritionists (RDNs), also known as Registered Dietitians (RDs).

As of January 1, 2024 a master's degree will be required for all graduates wishing to become RDNs. To obtain the RDN credential, graduates must pass a national examination administered by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics. After becoming an RDN, graduates are eligible to apply for licensure in the State of Pennsylvania and other states where the practice of dietetics is regulated through licensure. RDNs are employed in health-care settings as medical team members and as managers of nutrition programs for hospitals, long term care facilities, school foodservice programs, and community health organizations. They are also employed in fitness settings, supermarkets, food and beverage industries, service management companies, the pharmaceutical industry, higher education, private practice, and other businesses.

Details can be found in the Coordinated Program Handbook (<https://catalog.lasalle.edu/graduate/masters/nutrition-bsnutr-ms-coordinated-program-dietetics/Coordinated-Program-Handbook-2021-22.pdf>).

Program Mission

Consistent with Lasallian values, the mission of the Master's Coordinated Program is to educate and empower students to engage in evidence-based practice in Nutrition and Dietetics with a commitment to excellence in practice, advocacy, life-long learning, and scholarship. The program combines a liberal arts education with scientific, theoretical, and practical coursework for preparation of entry-level Registered Dietitian Nutritionists (RDNs), preparing graduates to promote health and wellness in individuals, serve diverse and disadvantaged populations, and to assume leadership roles in their field.

Accreditation

La Salle University's Didactic Program in Nutrition and Coordinated Program in Dietetics are accredited by:

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (<https://www.eatrightpro.org/acend/>)
 120 S. Riverside Plaza, Suite 2190
 Chicago, IL 60606-6995
 800.877.1600, x5400

Why Take This Major?

The 5-year Bachelor's to Master's Coordinated Program is fully accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and culminates in a B.S. in Nutrition and M.S. in Nutrition and Dietetics Practice. It includes 1000-hours of supervised practice designed to meet competencies needed for entry-level practice in the field of Dietetics. Graduates are eligible to sit for the Registration Examination for Dietitians after successful program completion.

Program Requirements

Students must have successfully completed or be enrolled in all of the required courses for the 5-year program up through and including the Spring Semester of Junior Year. Students must have a GPA \geq 3.2 including courses transferred in for the major, earned a B or above in NUTR 310 Management in Nutrition and Dietetics, NUTR 320 Quantity Food Preparation and Management, NUTR 341 Medical Nutrition Therapy I, NUTR 342 Medical Nutrition Therapy II, and any 400 level NUTR courses, and have a C or better in all science and nutrition courses. Students who have met minimum requirements for admission to the Coordinated Program as of Spring, 2022 will be able to apply for the first cohort of the Master's Coordinated Program. High-achieving students offered direct admission to the 5-year program as freshmen must meet these standards in order to remain in the program. Students not meeting the required GPA and course grade requirements will earn a Bachelor of Science in Nutrition if all requirements are met, but will not progress to the Master's Program.

Degree Earned

B.S.Nutr., M.S.

Required for Graduation

- Courses
 - Major: B.S. Nutr: 31 courses
 - Total: B.S. Nutr: 41, M.S.: 10 courses
- Credits
 - Major: B.S. Nutr: 106
 - Total: B.S. Nutr: 127, M.S.: 45 credits
- GPA
 - Major: B.S.Nutr.: 3.2, M.S.: 3.2
 - Cumulative: B.S.Nutr: 3.2, M.S.: 3.2

Program Goals

Goal 1: Prepare graduates to become competent entry-level dietetic practitioners through successful completion of the Coordinated Program.

Objectives:

- The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80% .
- Greater than 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- At least 80% percent of program students complete program/degree requirements within 3 years (150% of the program length)
- 90% or more of program graduates who seek employment in dietetics will be employed within twelve months of program completion.
- Greater than 90% of program graduates responding to alumni surveys will report “agree or strongly agree” regarding preparation for entry-level job responsibilities.
- When surveyed, over 80% of employers will agree or strongly agree that graduates are adequately prepared for entry level positions.

Goal 2: Prepare graduates who respond to changing food, nutrition, and health care needs of individuals, groups, and urban communities.

Objectives:

- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that the Coordinated Program prepared them to incorporate current evidence (i.e. from published guidelines and research) into practice.
- On exit survey, greater than 90% of graduates will agree or strongly agree that the Coordinated Program increased their cultural competence in working with individuals and groups in diverse communities.
- On exit survey, greater than 90% of graduates will agree or strongly agree on that the Coordinated Program helped them to develop a deeper awareness of policy and advocacy as it impacts the nutrition and dietetics profession.
- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that knowledge and skills gained through the Coordinated Program have enabled them to have a positive impact on others.
- Greater than 80% of graduates responding to alumni survey will agree or strongly agree that they were prepared for the current Commission on Dietetic Registration professional development portfolio process.
- Greater than 80% of graduates on alumni survey will agree or strongly agree that they were overall satisfied with the Coordinated Program.

Student Learning Outcomes

At the completion of this program the student will be able to:

- Utilize knowledge from foundational sciences as a basis for understanding the role of food and nutrients in health and disease.
- Integrate scientific information, research, and critical thinking into evidence-based practice.
- Demonstrate professionalism and ethical behavior in all areas of practice.
- Engage in advocacy on issues that affect public health and nutrition policy.
- Establish a basis for lifelong learning and interprofessional collaboration.
- Utilize the Nutrition Care Process to deliver state-of-the-art, safe and effective nutrition care.

- Provide culturally competent nutrition services for diverse individuals and communities using a variety of communication strategies.
- Facilitate health behavior change using nutrition counseling techniques with patients and clients.
- Apply basic principles of entrepreneurship to Dietetics practice.
- Implement strategies for food access, procurement, preparation, and safety that are relevant for the culture, age, literacy level, and socio-economic status of clients and groups.
- Perform food system management and leadership functions that consider sustainability in business, healthcare, community, and institutional arenas.

Progress Chart

Level One - Core Courses

12 courses and 2 modules required

Major Requirements

Major requirements include 4 Level Two ILO requirements, *fulfilled through the major*.

Students in this major must complete **B.S. Nutr. 41, M.S.: 10 courses** in total in order to graduate. **B.S. Nutr. 31 courses** will be from this major program.

Code	Title	Credits
Level One - Core Courses		
<i>Universal Required Courses</i>		
Students must complete the following 4 courses.		
ILO 8.1: Written Communication (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 110	College Writing I: Persuasion	3
ILO 5.1: Information Literacy (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 210	College Writing II: Research	3
ILO 1.1: Understanding Diverse Perspectives (https://catalog.lasalle.edu/undergraduate/ilo/)		
FYS 130	First-Year Academic Seminar ¹	3
ILO 2.1: Reflective Thinking and Valuing (https://catalog.lasalle.edu/undergraduate/ilo/)		
REL 100	Religion Matters	3
<i>Elective Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs.		
ILO 3.1a: Scientific Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
CHM 161	Chemistry of The Life Sciences	4
ILO 3.1b: Quantitative Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
HSC 217	Statistics for Health Science Profs	3
ILO 6.1: Technological Competency (https://catalog.lasalle.edu/undergraduate/ilo/)		
CSC 154	Healthcare Informatics	3
ILO 8.1a/12.1: Oral Communication/Collaborative Engagement (https://catalog.lasalle.edu/undergraduate/ilo/)		
COM 150	Presentation Skills	3
<i>Distinct Discipline Core Courses</i>		

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4.1: Critical Analysis and Reasoning (<https://catalog.lasalle.edu/undergraduate/ilo/>)

POL 151	Principles Of American Government	3
or ECN 150	Introductory Macroeconomics: The U.S. in the Global Economy I	

ILO 9.1: Creative and Artistic Expression (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>)

ILO 10.1: Ethical Understanding and Reasoning (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>)

ILO 11.1: Cultural and Global Awareness and Sensitivity (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Universal Required Modules

Students must complete the following 2 non-credit modules.²

ILO 7.1a (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Health Literacy Module

ILO 7.1b (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Financial Literacy Module

Major Requirements

Level Two

Students must complete 1 course/learning experience in each of the 4 commitments.

ILO 2.2: Broader Identity (Capstone Course/Experience) (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 440	Capstone in Nutrition (ILO 2.2)	3
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Select one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 341	Medical Nutrition Therapy I (ILO 7.2a)	4
or NUTR 342	Medical Nutrition Therapy II	

ILO 8.2b: Effective Expression (Writing-Intensive Course) (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 420	Nutrition Education and Counseling (ILO 8.2b)	3
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Select one ILO from 10.2, 11.2, or 12.2: Active Responsibility (<https://catalog.lasalle.edu/undergraduate/ilo/>)

NUTR 441	Food and Culture (ILO 11.2)	3
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All Other Required Courses

Major Courses

NUTR 165	Principles of Nutrition	3
NUTR 200	Life Cycle Nutrition	3
NUTR 230	Food Science	4
NUTR 300	Community Nutrition	3
NUTR 310	Management in Nutrition and Dietetics	3
NUTR 320	Quantity Food Preparation and Management	3
NUTR 340	Professional Practice in Nutrition	3
NUTR 341	Medical Nutrition Therapy I	4
NUTR 342	Medical Nutrition Therapy II	4

PHLT 408	Research Methods for Public Health	3
PHLT 489	Race, Ethnicity, And Public Health	3
NUTR 420	Nutrition Education and Counseling	3
NUTR 440	Capstone in Nutrition	3
NUTR 441	Food and Culture	3
NUTR 450	Sustainable Food Systems and Food Justice	3
NUTR 510	Nutrition Communication	3
NUTR 512	Advanced Nutrition and Metabolism	3
NUTR 514	Cases in Clinical Nutrition	3
PHLT 635	Health Policy	3
NUTR 601	Practicum in Community Nutrition I	6
NUTR 602	Practicum in Community Nutrition II	6
NUTR 605	Practicum in Foodservice Management	6
NUTR 608	Practicum in Clinical Nutrition I	6
NUTR 609	Practicum in Clinical Nutrition II	6
NUTR 612	Seminar in Dietetics Practice	3

Supporting Courses

BIO 161	Anatomy and Physiology	4
BIO 162	Anatomy and Physiology	4
BIO 163	Clinical Microbiology	4
PSY 155	Introduction to Psychology	3
CHM 262	Organic Chemistry for The Life Sciences	3
CHM 263	Biochemistry for the Life Sciences	3
PHLT 408	Research Methods for Public Health	3

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Total Credits	158
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1

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130 First-Year Academic Seminar: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening

2

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

Recommended Course Sequence

Course	Title	Credits
First Year		
First Semester		
ENG 110	College Writing I: Persuasion	3
NUTR 165	Principles of Nutrition	3
BIO 161	Anatomy and Physiology	4
CSC 154	Healthcare Informatics	3
REL 100	Religion Matters	3
Credits		16
Second Semester		
PSY 155	Introduction to Psychology	3
CHM 161	Chemistry of The Life Sciences	4
BIO 162	Anatomy and Physiology	4
COM 150	Presentation Skills	3
FYS 130	First-Year Academic Seminar	3
Credits		17

Second Year**First Semester**

CHM 262	Organic Chemistry for The Life Sciences	3
NUTR 200	Life Cycle Nutrition	3
NUTR 230	Food Science	4
ENG 210	College Writing II: Research	3
POL 151 or ECN 150	Principles Of American Government or Introductory Macroeconomics: The U.S. in the Global Economy I	3
Credits		16

Second Semester

CHM 263	Biochemistry for the Life Sciences	3
NUTR 300	Community Nutrition	3
NUTR 340	Professional Practice in Nutrition	3
Choose course within ILO 9, 10, or 11 (https://catalog.lasalle.edu/undergraduate/ilo/)		3
BIO 163	Clinical Microbiology	4
Credits		16

Third Year**First Semester**

NUTR 310	Management in Nutrition and Dietetics	3
NUTR 341	Medical Nutrition Therapy I	4
NUTR 420	Nutrition Education and Counseling	3
NUTR 441	Food and Culture	3
Choose course within ILO 9, 10, or 11 (https://catalog.lasalle.edu/undergraduate/ilo/)		3
Credits		16

Second Semester

NUTR 320	Quantity Food Preparation and Management	3
NUTR 342	Medical Nutrition Therapy II	4
HSC 217	Statistics for Health Science Profs	3
NUTR 450	Sustainable Food Systems and Food Justice	3
Choose course within ILO 9, 10, or 11 (https://catalog.lasalle.edu/undergraduate/ilo/)		3
Credits		16

Fourth Year**First Semester**

NUTR 601	Practicum in Community Nutrition I	6
PHLT 408	Research Methods for Public Health	3
PHLT 489	Race, Ethnicity, And Public Health	3
NUTR 512	Advanced Nutrition and Metabolism	3
Credits		15

Second Semester

NUTR 602	Practicum in Community Nutrition II	6
NUTR 440	Capstone in Nutrition	3
NUTR 514	Cases in Clinical Nutrition	3
PHLT 635	Health Policy	3
Credits		15

Third Semester

NUTR 605	Practicum in Foodservice Management	6
Credits		6

Fifth Year**First Semester**

NUTR 608	Practicum in Clinical Nutrition I	6
NUTR 510	Nutrition Communication	3
Credits		9

Second Semester

NUTR 609	Practicum in Clinical Nutrition II	6
NUTR 612	Seminar in Dietetics Practice	3
Credits		9
Total Credits		151

Course Descriptions

Nutrition

NUTR 165 Principles of Nutrition

Topics for this course include basic knowledge of food nutrients; functions, interactions, and balance of carbohydrates proteins, lipids, vitamins, minerals, and water in normal human physiology; nutrient deficiency diseases; energy metabolism; nutrition and fitness. It consists of three hours of lecture and is required for all subsequent nutrition courses.

NUTR 200 Life Cycle Nutrition

This course examines human nutritional needs and U.S. dietary guidance for health maintenance and disease prevention during infancy, early and middle childhood, adolescence, adulthood, and older adulthood as well as pregnancy and lactation. The course consists of three hours of lecture. Prerequisite(s): NUTR 165, BIO 161 Corequisite(s): BIO 162

NUTR 230 Food Science

This course examines chemical and physical properties of food, principles of food selection, consumer trends, use of established food guides in meal planning, methods and techniques of food preparation, sensory evaluation of food, food safety, and government regulation of food. The course consists of three hours of lecture, and two hours of lab. Restriction(s): Non-nutrition majors must obtain permission of the Director to register for this course. Prerequisite(s): NUTR 165, CHM 161

NUTR 300 Community Nutrition

This course illustrates the role of nutrition in health promotion and disease prevention through an examination of health and nutrition policy, programs, and population data. Emphasis is placed on the information and skills necessary to solve nutrition problems in local, state, and national communities. The course consists of three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200

NUTR 310 Management in Nutrition and Dietetics

The course focuses on dietetic management principles including systems theory, leadership, quality management and methodology, cost-effectiveness, human resources, labor law, financial management, budgeting, and marketing. The course consists of three hours of lecture. Prerequisite(s): NUTR 165

NUTR 320 Quantity Food Preparation and Management

The course looks at management systems and procedures used in quantity food production; menu planning; recipe standardization; purchase, receipt, and storage of food and supplies; facility design, equipment, and materials; financial management; and food safety and sanitation. The course consists of three hours of lecture. Prerequisite(s): NUTR 165, NUTR 230, NUTR 310, BIO 163

NUTR 340 Professional Practice in Nutrition

The course explores the various roles of nutrition professionals within the broader health-care system including inter-professional collaboration for comprehensive care. The course provides an overview of nutrition careers in clinical, community, foodservice management, and business settings and emphasizes historical, legal, and ethical considerations for professional practice. The course consists of three hours of lecture. Restriction(s): Nutrition Majors Only Prerequisite(s): NUTR 165, NUTR 200

NUTR 341 Medical Nutrition Therapy I

The course focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the Nutrition Care Process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, cardiovascular, endocrine, and skeletal systems as well as energy imbalance. The course consists of three hours of lecture and one hour of lab. Restriction(s): Students are permitted to re-take this course once to seek to improve their grade Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, BIO 161, BIO 162, CHM 161, CHM 262, and CHM 263

NUTR 342 Medical Nutrition Therapy II

This course is a continuation of Medical Nutrition Therapy I that focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the Nutrition Care Process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, hepatic, and renal systems; food allergy and intolerance; genetics in nutrition; enteral and parenteral nutrition support. The course consists of three hours of lecture and one hour of lab. Restriction(s): Students are permitted to re-take this course once to seek to improve their grade Prerequisite(s): NUTR 341

NUTR 400 Advanced Medical Dietetics**NUTR 401 Practicum Med Nutr Therapy I**

Application of nutrition knowledge and the Nutrition Care Process in the solution of problems related to disease. Students will assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, and develop care plans for individuals in acute and long-term care environments. Under the supervision of a registered dietitian, students will carry out basic nutrition interventions. Course will consist of assigned readings, discussions, and practical in experience in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisite: Admission to the Coordinated Program.

NUTR 402 Practicum Med Nutr Therapy II

Students will utilize the Nutrition Care Process in nutrition assessment, diagnosis, intervention, monitoring, and evaluation in the care of assigned patients in acute, ambulatory, and long-term care settings. Continued emphasis on the development of professional, educational, and counseling skills culminating in students' ability to assume major nutritional care responsibilities for adults and children with medical needs (gastrointestinal, renal, musculoskeletal, cardiac, endocrine, surgical, and metabolic), obesity, eating disorders, and feeding dysfunction. The implementation of nutritional care strategies as influenced by economic and regulatory issues will be highlighted. Course consists of assigned readings, discussions, and practical experiences in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisite: Admission to the Coordinated Program.; NUTR 401 with a grade of B or better.

NUTR 410 Practicum Community Nutr I

Application of nutrition principles to needs at various stages of the life cycle with an emphasis on health promotion and disease prevention. Students will utilize screening and assessment skills to determine the health and nutritional needs of individuals and groups in community settings. Under the supervision of a nutrition professional, students will participate in nutrition counseling sessions and education programs in a variety of community settings. Course will include assigned readings, discussions, and projects. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program.

NUTR 411 Practicum Community Nutr II

Application of knowledge in nutrition program planning, implementation, and management in schools, government agencies, and health organizations within the Philadelphia region. Continued emphasis on professional skills that allow students to function independently in community programs. Course will consist of assigned readings, discussions, and projects. Two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program; NUTR 410 with a grade of B or better.

NUTR 420 Nutrition Education and Counseling

This course focuses on communication strategies for effective health behavior change. Topics include food behavior; verbal and non-verbal communication; interviewing skills; cultural competency; health literacy; counseling theories and the counseling process; learning theories and educational principles; and educational methods and tools. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, PSY 155

NUTR 430 Practicum Food Service Mgmt

Practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. Course will consist of assigned readings and discussions with 32 hours of practical experience and two hours of lecture per week for 10 weeks. Prerequisite: Admission to the Coordinated Program.

NUTR 440 Capstone in Nutrition

Emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research including evidence-based practice. Students identify a research question or hypothesis, design a research plan, collect and analyze data, and write a research paper utilizing peer-reviewed scientific literature and other appropriate sources. Students also create and orally present a poster representing their work. Three hours of lecture. Restriction(s): Nutrition Majors Only Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, NUTR 340, NUTR 420, PHLT 408 and HSC 217.

NUTR 441 Food and Culture

This course examines the cultural and culinary traditions that shape an individual's eating habits, including the activities by which people produce, prepare, present, and consume food. Aspects of food culture including religion, health beliefs, geographic and historical/traditional factors in global cultures and within regions of the United States are explored. The course focuses on the development of cultural competency and cultural humility in nutrition practice. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200, NUTR 230, NUTR 300

NUTR 450 Sustainable Food Systems and Food Justice

Encompasses current issues involving food agriculture, activities, people and resources involved in getting food from field to plate. Current food practices and marketing are investigated in terms of the cost/benefit to the individual, and society. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200, NUTR 300.

NUTR 455 Nutrition and Fitness

This course addresses the nutrition needs of active people and athletes. Course topics include carbohydrate, protein, fat, vitamin, mineral, and water requirements for fitness and sport. Body weight and composition, weight maintenance, as well as proper weight gains and loss will be discussed. Prerequisite(s): NUTR 165

NUTR 460 Nutrition Externship

Students experience field work under the supervision of a nutrition professional and faculty member. Permission of the Director is required. Hours to be arranged with five hours minimum field work per week (minimum of 50 hours per semester) required. Restriction(s): Nutrition majors only unless approved by the Director Prerequisite(s): NUTR 165, NUTR 200, NUTR 300, NUTR 420

NUTR 470 Special Topics in Nutrition

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

NUTR 471 Special Topics in Nutrition

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

NUTR 472 Special Topics in Nutrition

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

NUTR 473 Special Topics in Nutrition

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

NUTR 474 Special Topics: Nutrition and Dietetics Technician, Registered Careers and Credential

This course will help prepare the student to take the credentialing examination to become a Nutrition and Dietetics Technician, Registered (NDTR). Roles and responsibilities of the NDTR as well as career paths are explored. Restriction(s): Student must be a senior in the Didactic Program in Nutrition to register for this course.

NUTR 475 Special Topics in Nutrition

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisite(s): NUTR 165, NUTR 200.

NUTR 480 Nutrition Research

Individual laboratory or theoretical work under supervision of a faculty member. Permission of the Director required. Hours to be arranged.

NUTR 481 Nutrition Research

Individual laboratory or theoretical work under supervision of a faculty member. Permission of the Director required. Hours to be arranged.

Public Health**PHLT 101 Essentials of Public Health**

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed. The impact of the Affordable Care Act on health disparities in urban communities is discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world.

PHLT 250 Global Health

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are evaluated.

PHLT 265 Public Health Nutrition

This course allows students to explore and begin to understand how complex and multifaceted public health nutrition programs enhance the health and nutrition of the U.S. population through education, emphasis on health promotion and disease prevention, integrated community efforts and government leadership. Emphasis is placed on policymaking, assessment and intervention methods, special populations, food security and program management. Students will gain understanding of course concepts and ideas presented in the classroom through readings, written assignments, presentations, class discussions, case studies and exams.

Prerequisite(s): Nutr 165

PHLT 270 Special Topics**PHLT 271 Special Topics****PHLT 272 Special Topics****PHLT 280 Special Topics****PHLT 301 Theories of Social Behavioral Change in Community Health Education**

Students analyze the contribution of social factors to health and illness status, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project focusing on health disparities in urban communities. Prerequisite(s): PHLT 101

PHLT 312 Public Health Advocacy**PHLT 314 Environmental Health in Urban Communities**

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards, are examined through the lens of social justice and health equity. Students explore urban environments identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also examined.

PHLT 315 Violence Prevention and Control

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

PHLT 319 Epidemiology for Health Educators

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced. The importance of ethics in epidemiologic research underpins the course. Prerequisite(s): HSC 217, PHLT 101

PHLT 330 Multivariate Statistics

This course introduces multivariate data analysis methods. The course begins with an introduction to multivariate statistics, including matrix algebra. The course next focuses on multiple regression analysis, and Multivariate Analysis of Variance (MANOVA), along with Analysis of Covariance (ANCOVA), and repeated measures designs. It will also cover exploratory factor analysis, and introduce structural equation modeling. Students will receive extensive experience with data entry and analysis using SPSS and Mplus statistical computer packages. Prerequisite(s): HSC 217

PHLT 350 Health Ed: Principles/Practice

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and implement a service learning program for a vulnerable population.

PHLT 351 Intro - Public Health Policy

Students explore major health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

PHLT 352 Program Planning and Health Education

This course provides a comprehensive overview of health education strategies for urban community health settings. This course focuses on: needs assessment and program planning, health education delivery, behavior change interventions and methods, and health disparities. Students will evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments are explored. Prerequisite(s): PHLT 101

PHLT 355 Needs Assessment/Program Plan

In this course, students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments will be explored.

PHLT 356 Reproductive Health for The Public Health Practitioner

Course content emphasizes theories of reproductive health, sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safer sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

PHLT 357 Women, Gender, And Public Health

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being. This course is an elective and is not offered every year, based on demand.

PHLT 361 Hlth Com: Multimedia Approach

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

PHLT 370 Special Topics**PHLT 377 Special Topics****PHLT 380 Special Topics****PHLT 408 Research Methods for Public Health**

This course investigates research methods and multidisciplinary research applied to health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software. Qualitative methods, including the use of focus groups, are also explored. Evidence-based public health practice is emphasized. The importance of ethics in public health research is woven throughout the course. Restriction(s): Public health and/or Nutrition majors only Prerequisite(s): HSC 217

PHLT 410 Public Health Education Capstone I

Part one of this two-part course allows students to begin to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on needs assessment, data collection and program planning. Students discuss actual case studies illustrating the practical challenges of data collection and program development. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 301, 319, 352

PHLT 411 Public Health Education Capstone II

Part two of this two-part course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on program implementation and program evaluation. Students discuss actual case studies illustrating the practical challenges of program implementation and evaluation. As one of the final courses of the Bachelor of Science in Public Health program, students focus on public health workforce development, leadership, professional development, and preparation for entry into the public health education workforce. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 301, 319, 352, 410 and 451 Corequisite(s): PHLT 408 and 420

PHLT 420 Public Health Leadership and Health Education

In this course, one of the final courses taken in the Bachelor of Science in Public Health curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 319, 352

PHLT 439 New Course**PHLT 451 Introduction to Public Health Policy**

Students explore key health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization. Prerequisite(s): PHLT 101

PHLT 454 Public Health, Aids, And Society

This course provides an in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS. This class is typically offered as a 1-week winter intersession class before the spring semester.

PHLT 460 Public Health Internship

Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to "try out" a career while gaining relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection. For-credit internships are open only to students who have completed at least ten public health course credits. Prerequisite(s): PHLT 420

PHLT 467 Public Health Capstone

Students explore concepts of health promotion and disease prevention for at-risk populations. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community aimed at promoting healthy outcomes. Program evaluation research structures the project.

PHLT 470 Special Topics**PHLT 472 Special Topics****PHLT 489 Race, Ethnicity, And Public Health**

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. During the course, students examine the concepts of race and ethnicity, and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students will explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities. Prerequisite(s): PHLT 101. Waived for students in the Nutrition - Coordinated Program in Dietetics B.S./M.S. (5-year).

Program Contact Information

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Professional Clinical Counseling, M.A.

Program Description

Students earning a Master of Arts degree in Professional Clinical Counseling (PCC) will meet the education requirements for licensure as Professional Counselors. The PCC Master's Program is CACREP Accredited.

Diversity Statement

Diversity includes many areas, and addressing it involves understanding the importance of an appreciation for differing world views. Non-discrimination policy is stated in the opening section of this catalog.

The PCC program at La Salle University are committed to introducing faculty and students to diverse people, thoughts, and ideas. This is accomplished through courses and coursework, internship and clinical experiences, professional activities, and developmental opportunities.

Issues of diversity are addressed and integrated throughout the PCC curricula.

Statement on Harassment, Sexual Misconduct, and Discrimination

The Professional Clinical Counseling Program harassment, sexual misconduct, and discrimination policy is in accord with the La Salle university policy on harassment, sexual misconduct, and discrimination, aligned with the La Salle mission and the Student Guide to Resources, Rights, and Responsibilities to establish an environment where students, faculty and staff can function, work and learn, safely and with respect.

The PCC Program publishes a Diversity statement in its Student Handbook and a diversity statement is listed on all PCC Course syllabi. La Salle's PCC Program is committed to understanding and appreciating diversity among all individuals, and to the principle that there shall be no discrimination in the treatment of any person.

Student's Guide to Resources Rights and Responsibilities contains the university's policy on Harassment, Sexual Misconduct, and Discrimination. This can be found online and in Appendix A: <https://www.lasalle.edu/students/dean/divpub/manuals/studentguide/>

Mission

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

Degree or Certificate Earned

M.A.

Required for Program Completion

- Courses
 - 20
- Credits
 - 60

- GPA
 - 3.0

Student Learning Outcomes

PCC Program Student Learning Outcomes

At the completion of the Program, the student will be able to do the following:

- Use an ethical approach with developmental and cultural sensitivity.
- Use counseling theories to guide case conceptualization, treatment planning, & clinical practice.
- Utilize appropriate counseling techniques and interventions to maintain collaborative relationships with clients.
- Demonstrate the ability to assess and diagnose in their clinical practice.
- Demonstrate the ability to apply research relevant to their clinical practice.
- Develop professional identities as counselors.
- Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

Program Goals

Professional Clinical Counseling

1. The program will create and structure learning opportunities so that students can demonstrate foundational knowledge in the field of counseling and be prepared to take the examination for licensure as a mental health counselor.
2. The program will emphasize clinical skill training and experiential learning, enabling students to develop therapeutic relationships, demonstrate clinical competency in their counseling skills, and effectively deliver counseling interventions.
3. The program will prepare students for employment in a culturally diverse and pluralistic environment by striving to recruit, admit, and retain a diverse student body and faculty instructors, and facilitating self-reflective learning experiences for students to understand how their own sociocultural identities are essential to providing culturally sensitive counseling.
4. While offering multidisciplinary learning opportunities to students, the program will maintain a counseling identity through students and faculty demonstrating their commitment to the counseling profession and one's own professional development.
5. The program will follow the Lasallian tradition of developing the whole person, encouraging students' professional and personal growth, and maintaining a faculty who demonstrate excellence in teaching and mentorship.

Program Specific Information

Supervised Practical Training: (Field Placement) Includes Practicum, Internship, and Professional Seminar

All students are required to engage in supervised field training. The program has contracts with many mental health agencies and service providers; however it is up to the student to be accepted as an intern. The program prepares the student well to begin Practicum and Internship, and the student is responsible to demonstrate their preparedness when applying to sites in order to complete their Field Placement requirement.

It is also up to the student to acquire a Practicum or Internship that is conducive to their academic and personal schedules.

Professional Clinical Counseling students preparing for licensing complete a one-semester practicum (PCC 660 (<https://catalog.lasalle.edu/search/?P=PCC%20660>) Practicum) of at least 100 clock hours, 40 of which are direct client hours—the usual practicum placement requires eight to nine hours per week. While engaged in the practicum, students also attend the Professional/Case Practicum Seminar (PCC 661 (<https://catalog.lasalle.edu/search/?P=PCC%20661>) Professional/Case Practicum Seminar). The internship (PCC 680 (<https://catalog.lasalle.edu/search/?P=PCC%20680>) Internship/PCC 681 (<https://catalog.lasalle.edu/search/?P=PCC%20681>) Internship/PCC 682 (<https://catalog.lasalle.edu/search/?P=PCC%20682>) Internship) for Professional Clinical Counseling students preparing for licensure is a calendar year of at least 600 clock hours, 300 of which are direct client hours—the usual clinical internship placement involves 12 to 15 hours per week of on-site service. While engaged in the internship, students also attend Professional Seminar (PCC 690 (<https://catalog.lasalle.edu/search/?P=PCC%20690>) Professional/Case Seminar/PCC 691 (<https://catalog.lasalle.edu/search/?P=PCC%20691>) Professional/Case Seminar/PCC 692 (<https://catalog.lasalle.edu/search/?P=PCC%20692>) Professional/Case Seminar).

Requirements

In addition to the curricular and field placement requirements, students are required to pass the Written Comprehensive Examination and Oral Comprehensive Examination for graduation.

Students must pass the Written Comprehensive Examination prior to applying for Practicum or Internship.

Both the Written Comprehensive Examination and the Oral Comprehensive Examination are specific to the student's degree.

Preparation for Licensure

The Professional Clinical Counseling degree (60 credit hours) prepares students to become licensed Professional Counselors (LPCs).

Academic Requirements

Code	Title	Credits
Required Courses		
PCC 500	Introduction to Counseling and Psychotherapy: Theories and Interventions	3
PCC 501	Professional Orientation and Ethical Practice of Counseling ¹	3
PCC 502	Counseling Laboratory I ¹	3
PCMF 503	Psychopathology	3
PCMF 504	Human Behavior: A Developmental Perspective ¹	3
PMFT 505	Systems and Systemic Thinking	3
PCMF 506	Basic Principles of Research Design, Statistics, Program Development, and Evaluation ¹	3
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling ¹	3
PCC 512	Addictions Counseling	3
PCC 601	Grief, Loss and Trauma Counseling	3
PCC/PCMF 602	Counseling Lab II	3
PCC 612	Group Processes in Counseling and Psychotherapy ¹	3

PCMF 619	Multicultural Counseling and Therapy ¹	3
PCC 644	Career Counseling ¹	3
PCC 660	Practicum ¹	2
PCC 661	Professional/Case Practicum Seminar	1
PCC 680 & PCC 681 & PCC 682	Internship and Internship and Internship ¹	6
PCC 690 & PCC 691 & PCC 692	Professional/Case Seminar and Professional/Case Seminar and Professional/Case Seminar	3
Additional Credits		
Students must choose one of the following electives:		3
PCC 608		
PCC 610	Cognitive-Behavioral Approaches in Counseling & Psychotherapy	
PCC 611	Insight-Oriented Approaches in Counseling and Psychotherapy	
PCC 607	Graduate Research (As approved by the Director)	
Open Elective		
Any PCC, PCMF, or PMFT course		3
Total Credits		60

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Required for NBCC Licensure Examination.

Course Sequence

Progression through the Program

Students take a total of 60 credits, as specified in the curriculum section.

- 15-21 credits—Theories and processes in Professional Clinical Counseling
- 15-27 credits—Advanced training in specific approaches in the degree program
- 12 credits—Supervised practical training through practicum, internships, case seminar, and professional seminar for Professional Clinical Counseling

Students are provided with a Plan of Study when accepted into the program based on their preference to complete the program full-time (2 years, 1 semester) or part-time (3 years or 4 years). You will meet with the graduate advisor upon enrollment to select your plan of study.

Students in the Professional Clinical Counseling program take Prof Clinical Counseling (PCC), Marriage Family Therapy (MFT), and Prof Counsel/Marriage Family (PCMF) courses as part of their plan of study. Please refer to the course sequence page to see the list of specific required courses for the degree.

Course Descriptions

Marriage Family Therapy

PMFT 502 Counseling Laboratory I

This laboratory course is designed to develop the basic counseling and therapy skills that enables students to understand the client/s, develop a trusting relationship with the client/s, and to facilitate the client/s' self-exploration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered. Restriction(s): PCC majors register for PCC section; MFT majors register for MFT section

PMFT 505 Systems and Systemic Thinking

This course provides the student with an overview of systemic concepts and systemic functioning. It includes structure, development, health, and dysfunction from traditional systemic theoretical constructs and approaches. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to families and other systems.

PMFT 516 Ethical, Legal, and Contemporary Issues for Systemic Therapists

This course examines current ethical and legal issues for couple and family therapy practice and the most current AAMFT Code of Ethics. The course covers ethical, legal, and personal safety considerations for traditional in-person treatment, the use of technology in clinical practice, and systemic teletherapy.

PMFT 603 Human Sexuality

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.

PMFT 607 Graduate Research**PMFT 608 Therapeutic Approaches for Children and Adolescents**

This course is designed to provide an understanding of working with children, adolescents, and their families. It will focus on treating a variety of presenting issues, as well as provide several theoretical perspectives for working with families with children and/or adolescents. We will explore many clinical interventions for working with youth of varying ages, and the course will include play therapy. Students will have many experiential opportunities to learn about play therapy techniques and interventions. Careful attention will be paid to ethical issues, laws regarding mandated reporting, duty-to-warn, when treating children and adolescents, as well as cultural and diversity issues will be addressed. Prerequisite(s): PCC/PMFT 500 and PCC/PMFT/PCMF 502

PMFT 614 Working with Families

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

PMFT 616 Contextual Family Therapy

This course provides an exploration of the convictions, concepts, strategies, and techniques of contextual therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families. Prerequisite(s): PMFT 505

PMFT 624 Marital and Couples Therapy

This course is designed to provide the student with an understanding of the issues typically addressed in couples' therapy and the ethical considerations when working with couples. Role playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couples therapy, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, are addressed. Prerequisite(s): PMFT 505

PMFT 628 Understanding Relationships

This course examines human relationships with particular reference to their various forms, functions, and patterns of development. The processes of attachment, separation, individuation, and differentiation are highlighted and are used in a contextual (systemic) framework to examine each relationship. Special emphasis is placed on the clinical applications of this knowledge to couples and families. The student is required to complete a study of one of his/her primary dyadic relationships. Prerequisite(s): PMFT 505

PMFT 634 Addictions and the Family

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

PMFT 646 Sex Therapy

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment will be addressed. Models of sexual response, general theories of sex therapy, and modes of sex therapy will also be explored. Students will learn to take detailed sexual histories, sexual assessments, and applications of sexuality within a clinical framework with consideration of multicultural diversity. Prerequisite(s): PCC/PMFT 502 and PMFT 603

PMFT 680 Internship I**PMFT 681 Internship II****PMFT 682 Internship III****PMFT 683 Internship IV****PMFT 690 Professional Seminar I****PMFT 691 Professional Seminar II****PMFT 692 Professional Seminar III****PMFT 693 Professional/Case Seminar****Prof Clinical Counseling****PCC 500 Introduction to Counseling and Psychotherapy: Theories and Interventions**

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

PCC 501 Professional Orientation and Ethical Practice of Counseling

This course instructs the student on the history and philosophy of the counseling profession; in it the student will gain an understanding of the role, function, and interactions counselors engage in with other human service providers. Additionally, the counselors' role and responsibility with regard to emergency, crisis, and trauma-causing events is examined. Self-care of the counselor, supervision practices and models, overview of professional organizations, advocating for the profession, and advocating for the success of clients is also covered. Personal safety concerns for the counselor is discussed and covered. Throughout the course there is a focus on the ethical standards of the professional organizations, credentialing bodies, and licensing as well as legal issues as related to the professional counselor.

PCC 502 Counseling Laboratory I

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

PCC 503 Psychopathology**PCC 504 Human Behav:Develop Persp****PCC 506 Prin Research Design Stat****PCC 507 Advanced Statistics**

This course provides students with statistical background that is useful in organizational research settings such as survey analysis and program evaluation. The topics include both parametric and non-parametric statistical methods, such as descriptive statistics, point and interval estimates, means comparisons, correlation, linear regression and multiple regression.

PCC 508 Cognition and Learning

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

PCC 509 Psychological Assessment I: Assessment in Clinical and Career Counseling

This course addresses the basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. It uses major reference works for selecting and evaluating assessment procedures and

PCC 510 Advanced Research Methods

This course provides students with background on higher level research methods topics and statistical techniques that are useful to students in their roles as consumers and producers of research. Specific topics include the use of statistical methods to e

PCC 511 Practice and Concepts of Clinical Mental Health Counseling

In this course, students learn the history, philosophy, trends, and practices within community mental health agencies. This course will review the roles and function of clinicians and help students in developing the knowledge and skills needed to work as

PCC 512 Addictions Counseling

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

PCC 513 Advanced Social Psychology

This course provides students with background on topics related to social bases of human behavior which have direct implications to human behavior in organizational settings. The topics include attitude, social perception and cognition, persuasion, helping, attraction, self-concept, stereotype and prejudice, aggression and group processes.

PCC 515 Personality Theories**PCC 533 Advanced I/O Psychology**

This course provides a review of psychological principles applied to issues of organizations, including organizational assessment, selection, training, performance, organizational development, motivation, and work-life balance.

PCC 570 Statistics and Research Methods

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree.

PCC 574 Introduction to Graduate Research and Writing

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree. The course introduces students to the latest research technology and databases for advanced work

PCC 601 Grief, Loss and Trauma Counseling

This course will provide students with an advanced understanding of grief, loss, trauma, and related counseling interventions for children, adults, and families. The basics of grief and bereavement will be explicated, as will specific disorders related to trauma. This course is designed to help students identify needs, resources and assets available to clients coping with grief and/or trauma related disorders, and research supported methods in improving client functioning. Prerequisite(s): PCC 500 and PCC/PMFT 502

PCC 602 Counseling Lab II**PCC 607 Graduate Research**

This course 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. Restriction(s): Offered as an Independent Study with approval of Director and sponsored by a faculty member Prerequisite(s): PCMF 506

PCC 610 Cognitive-Behavioral Approaches in Counseling & Psychotherapy

This is a clinical skills course that focuses 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 i

PCC 611 Insight-Oriented Approaches in Counseling and Psychotherapy

A clinical skills course that focuses on the issues addressed in those counseling and psychotherapy approaches that see the gaining of insight as a significant goal in the change process. Key concepts identified with these specific approaches will be presented along with general process issues for working with individuals. Techniques specific to a number of insight-oriented approaches will be explored and students will be encouraged to gain both an understanding of these skills and the ability to utilize them. Prerequisite(s): PCC 500, PCC/PMFT 502

PCC 612 Group Processes in Counseling and Psychotherapy

This course combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy and also participates in group counseling sessions on issues presented by the classroom group. This experi

PCC 614 Working with Families

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

PCC 619 Multicultural Counseling**PCC 633 Prof Issues in Addictions****PCC 635 Measurement of Individual Differences**

This course provides students with background on various measurement issues in organizations, such as employee selection, performance appraisal, employee attitude surveys, and training evaluation. The topics include classical measurement theory, generalizability theory, item response theory, various psychological tests in I/O settings and professional guidelines in organizational measurements. Prerequisite(s): PCC 507 and PCC 533

PCC 636 Work Motivation/Attitude

This course provides students with the basis for understanding research and theory in relevant domains of I/O psychology that represent general applications of one or more motivational perspectives. The topics include worker attitudes, opinions, beliefs, and general strategies for work motivation such as goal setting, job design, incentive systems, and participation in decision making. Prerequisite(s): PCC 507 and PCC 533

PCC 644 Career Counseling

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

PCC 649 Personality Assessment**PCC 653 Organizational Interventions**

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 t

PCC 654 Organizational Training

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

PCC 659 Selection/Performance Management

This course presents the theories and techniques involved in the employee selection and performance appraisal/management processes. The topics include job analysis, classical and decision-theory models of selection, alternative selection devices including

PCC 660 Practicum

This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor. The practicum must be

PCC 661 Professional/Case Practicum Seminar

This course examines professional and ethical issues, with particular reference to the everyday issues of practice, in a peer consultative format. The student is encouraged to develop a "critically examined" personal style and stance with which to address

PCC 662 Prof/Eth Iss in Counseling II**PCC 670 Special Topics****PCC 677 Special Topics****PCC 680 Internship**

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct

PCC 681 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 682 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 683 Internship IV**PCC 685 IOP Program Internship**

The supervised internship experience is in an approved business/organization for a minimum of 200 hours per term. (Continued with PCC 686.) Each semester is two credits. Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses

PCC 686 IOP Program Internship

The supervised internship experience is in an approved business/organization for a minimum of 200 hours per term. (Continued with PCC 686.) Each semester is two credits. Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination Corequisite(s): PCC 685 taken with PCC 695; PCC 686 taken with PCC 696

PCC 688 I/O Thesis

Thesis is a culmination of knowledge and skills learned in the program. Students will conduct their own research project under the supervision of a faculty advisor and prepare a research report of high quality that is suitable for publication or presentation at a national and/or professional conference. *The Thesis is a total of six credits: PCC 688 (3 credits) and PCC 689 (3 credits). Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

PCC 689 I/O Thesis

Thesis is a culmination of knowledge and skills learned in the program. Students will conduct their own research project under the supervision of a faculty advisor and prepare a research report of high quality that is suitable for publication or presentation at a national and/or professional conference. *The Thesis is a total of six credits: PCC 688 (3 credits) and PCC 689 (3 credits). Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

PCC 690 Professional/Case Seminar

Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination Corequisite(s): Taken with PCC 680

PCC 691 Professional/Case Seminar

Corequisite(s): Taken with PCC 681

PCC 692 Professional/Case Seminar

Corequisite(s): Taken with PCC 682

PCC 693 Professional/Case Seminar**PCC 694 Professional Case Seminar****PCC 695 IOP Professional Seminar**

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal respons

PCC 696 IOP Professional Seminar

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. Prerequisite(s): For PCC 685 - completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination Corequisite(s): PCC 695 taken with PCC 685; PCC 696 taken with PCC 686

Prof Counsel/Marriage Family**PCMF 503 Psychopathology**

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

PCMF 504 Human Behavior: A Developmental Perspective

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

PCMF 506 Basic Principles of Research Design, Statistics, Program Development, and Evaluation

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

PCMF 570 Statistics and Research Methods

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree.

PCMF 574 Introduction to Graduate Research and Writing

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree. The course introduces students to the latest research technology and databases for advanced work in their degree. Emphasis is placed on research and communication skills, including oral presentations and written reports.

PCMF 602 Advanced Counseling Laboratory

This course builds on the basic skills practiced and developed in the first counseling laboratory—PCMF 502. It provides the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies, with particular attention given to distinguishing between the content and the process of therapy. While it emphasizes those skills and techniques common to many, if not most, approaches, it also highlights those emphasized and represented in the respective concentrations of the program. Students are assigned to sections of this course according to their concentration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered. Prerequisite(s): PCC/PMFT 502; MFT Students: PCMF 505; PCC Students: PCC 501

PCMF 607 Graduate Research

This course 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. Restriction(s): Offered as an Independent Study with approval of Director and sponsored by a faculty member Prerequisite(s): PCMF 506

PCMF 619 Multicultural Counseling and Therapy

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

PCMF 648 Professional/Skill Development

This course is individually designed by a faculty member for a student who has been recommended for enhanced professional or skill development. The intent of the course is to assist the student in improving their academic ability, clinical skills, and professionalism in order to be successful in the overall program. The student must agree to the professional or skill development plan once it has been established, and continue in the course until it has been determined by the faculty member that the student has passed with a B grade or higher. Students may have to take this course for more than one semester. Restriction(s): This course is only available to students by recommendation from committee and approval of the Director.

PCMF 690 Professional/Case Seminar

Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination Corequisite(s): Taken with PCMF 680

PCMF 691 Professional/Case Seminar

Corequisite(s): Taken with PCMF 681

PCMF 692 Professional/Case Seminar

Corequisite(s): Taken with PCMF 682

PCMF 693 Professional/Case Seminar

Corequisite(s): Taken with PCMF 683.

Faculty

Program Director: Joe Charette, PhD, LPC, NCC

Core Faculty: LeeAnn Cardaciotto, PhD; Gregory Roth, PhD, LPC, NCC

Field Placement Coordinator: Denise Maida, PsyD, LPC

Graduate Advisor: Sue Morano

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Public Health, MPH

Program Description

The Master of Public Health (MPH) Program at La Salle University provides students with opportunities for knowledge and skill development to solve public health problems, with particular emphasis on health disparities in urban communities. Students collaborate with community members and other professionals to create and evaluate health promotion and disease prevention programs. The curriculum includes a practice immersion and a capstone project that emphasize case findings, health education, and disease prevention. The MPH curriculum is designed to ensure that upon graduation students have attained knowledge in the broad field of public health as well as knowledge related to health disparities in urban communities. MPH students complete their public health practice hours in urban communities including communities identified as medically underserved or vulnerable. Students bring the knowledge, skills, and attitudes gained in core and cross-cutting competency, elective, practice, and capstone courses to the practice site that meet the public health needs of urban communities.

Mission

Mission

The mission of the La Salle University Master of Public Health (MPH) Program, which is rooted in the larger University mission, is to educate individuals from diverse disciplines and backgrounds in core public health knowledge areas so that they are equipped to help prevent disease and promote physical and mental health and social well-being through public health practice, leadership, and research.

Values

The La Salle Master of Public Health (MPH) Program's values stem from the broader University's values, including teaching excellence, the importance of community, service to the poor, and education that fosters spiritual development. Specifically, the Program's values include:

- Excellence in teaching that fosters idealism, creativity, and innovation.
- Service to marginalized and underserved populations which helps to promote health and prevent disease.
- Research and scholarship that engages communities as partners in improving the environmental and social conditions necessary to achieve physical and mental health and social well-being.
- Ethical decision making that considers social justice and health equity.
- Respect for cultural and religious values at the individual, family, community, and societal levels.
- Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual orientation, socioeconomic status, or ability.
- Commitment to lifelong professional and personal development.

Program Goals

Instructional Goals

Goals:

1. Implement high-quality undergraduate and graduate public health programs which integrate coursework and practice experiences to (1) prepare graduates to demonstrate competency in public health practice in urban communities and (2) help prevent disease and promote health through public health practice, leadership and research.
2. Deliver a Lasallian education in which faculty demonstrate public health expertise through effective teaching and advising

Research Goal

Goal: Engage students and faculty in public health research and scholarship on urban health issues to advance health equity.

Service Goal

Goal: Engage students and faculty in service and outreach activities within the University and the larger community. Particular emphasis is placed on service opportunities addressing the needs of urban communities.

Workforce Development Goal

Goal: Provide training and workforce development opportunities that meet the needs of the public health workforce in urban communities.

Diversity Goal

Goal: Develop public health leaders equipped to promote health and advocate for social justice and equity in diverse populations and empower communities to advance equity.

Program Specific Information

Public Health Practice Experience

Placement in the public health practice experience is established by an affiliation agreement with a non-profit agency or organization invested in health-related programs. Students identify public health practice

sites based on academic and prior work experience, individual interest, and professional goals. Students must complete 200 practice hours to successfully complete the practice requirement.

Degree or Certificate Earned

MPH

Required for Program Completion

- Courses
 - 16
- Credits
 - 48
- GPA
 - 3.0

Student Learning Outcomes

Upon completion of the MPH program, graduates will be able to:

- Analyze determinants of health and disease using an ecological framework.
- Apply epidemiologic methods to address scientific, ethical, economic, and political discussions related to public health issues.
- Apply descriptive and inferential statistical methods to inform public health research, practice, and policy.
- Identify genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- Describe the legal and ethical bases for public health and health services.
- Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.
- Compare basic theories, concepts, and models from a range of social and behavioral disciplines used in public health research and practice.
- Apply informatics and communication methods and resources as strategic tools to promote public health.
- Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, and other moral theories) to issues of public health practice and policy.

Council on Education for Public Health Competencies

Evidence Based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health practice
- Select quantitative and qualitative data collection methods appropriate for a given public health context
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
- Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health

- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
- Advocate for political, social or economic policies and programs that will improve health in diverse populations
- Evaluate policies for their impact on public health and health equity

Leadership

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- Apply negotiation and mediation skills to address organizational or community challenges

Communication

- Select communication strategies for different audiences and sectors
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

- Perform effectively on interprofessional teams

Systems Thinking

- Apply systems thinking tools to a public health issue

Health Disparities in Urban Communities Competencies

- Evaluate the extent to which principles of community based participatory research (CBPR) have been used in planning, development, and evaluation of public health programs and research with diverse populations.
- Utilize community participatory methods to engage a community organization to assess and/or address a community health issue
- Conduct an environmental health assessment in a local community.
- Prepare a research grant proposal to advance health equity
- Develop recommendations to promote health equity related to identified disparities for an urban health issue.
- Use informatics to synthesize population health data related to an urban health issue.

Academic Requirements

Students complete 48 semester hours of degree requirements. This coursework includes successful completion of all core and cross-cutting competency, elective, practice, and Capstone courses. The cumulative GPA in the MPH Program must be a 3.0 or better in order to graduate.

Scope and Sequence of Master of Public Health Program

The MPH curriculum incorporates several elements: core and cross-cutting competencies, electives, practice, and two capstone courses. The curriculum addresses all of the criteria and competencies outlined by the Council on Education for Public Health (CEPH). Courses generally run over 15 weeks in the fall and spring semesters and 11 weeks in the summer session. The following section details the length of the academic units in courses and credit hours organized in the curricular structures of core and cross-cutting competency, elective, practice, and capstone courses.

All courses listed below are 3 credits, unless otherwise noted.

Code	Title	Credits
Core Competencies		
PHLT 520	Environmental Health	3
PHLT 530	Public Health Ethics, Leadership and Management	3
PHLT 600	Research Methods for Public Health	3
PHLT 635	Health Policy	3
PHLT 637	Epidemiology	3
PHLT 704	Statistics & Biostatistics	3
PHLT 705	Frameworks in Public Health Practice	3
Cross-Cutting Competencies		
PHLT 513	GIS Applications for Public Health	3
PHLT 540	Introduction to Public Health: Concepts of Health and Disease	3
PHLT 696	Grant Writing Seminar	3
Electives		
Select two of the following: ¹		6
PHLT 551	Urban Men's Health	
PHLT 554	Public Health, Aids, and Society	
PHLT 556	Reproductive Health for the Public Health Practitioner	
PHLT 557	Women, Gender, and Public Health	
PHLT 558	Adolescent Health: Public Health Issues, Programs, and Policies	
PHLT 615	Violence Prevention and Control	
PHLT 630		
PHLT 670	Special Topics	
PHLT 706	Multivariate Statistics	
Public Health Practice		
PHLT 750	Public Health Practice Experience I	3
PHLT 751	Public Health Practice Experience II	3
Capstone		
PHLT 752	Public Health Capstone I: Seminar	3
PHLT 753	Capstone II: Seminar	3
Total Credits		48

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Additional public health-related courses may be used as electives with permission of the MPH Program Director.

Course Sequence

MPH students can complete the degree requirements over two (2) or three (3) years, as noted below. MPH students have seven (7) years to complete the MPH degree requirements.

3 Year Option

Course	Title	Credits
First Year		
First Semester		
PHLT 540	Introduction to Public Health: Concepts of Health and Disease	3
PHLT 704	Statistics & Biostatistics	3
Credits		6
Second Semester		
PHLT 513	GIS Applications for Public Health	3
PHLT 637	Epidemiology	3
Credits		6
Third Semester		
PHLT 600	Research Methods for Public Health	3
Elective 1		3
Credits		6
Second Year		
First Semester		
PHLT 530	Public Health Ethics, Leadership and Management	3
PHLT 705	Frameworks in Public Health Practice	3
Credits		6
Second Semester		
PHLT 635	Health Policy	3
Elective 2		3
Credits		6
Third Semester		
PHLT 696	Grant Writing Seminar	3
PHLT 520	Environmental Health	3
Credits		6
Third Year		
First Semester		
PHLT 750	Public Health Practice Experience I (100 hours)	3
PHLT 752	Public Health Capstone I: Seminar	3
Comprehensive Exam		
Credits		6
Second Semester		
PHLT 751	Public Health Practice Experience II (100 hours)	3
PHLT 753	Capstone II: Seminar	3
Credits		6
Total Credits		48

2 elective courses required.

2 Year Option

Course	Title	Credits
First Year		
First Semester		
PHLT 540	Introduction to Public Health: Concepts of Health and Disease	3
PHLT 704	Statistics & Biostatistics	3

PHLT 705	Frameworks in Public Health Practice	3
Credits		9
Second Semester		
PHLT 513	GIS Applications for Public Health	3
PHLT 637	Epidemiology	3
PHLT 635	Health Policy	3
Credits		9
Third Semester		
PHLT 520	Environmental Health	3
PHLT 600	Research Methods for Public Health	3
PHLT 696	Grant Writing Seminar	3
Credits		9
Second Year		
First Semester		
Elective 1		3
PHLT 530	Public Health Ethics, Leadership and Management	3
PHLT 750	Public Health Practice Experience I (100 hours)	3
PHLT 752	Public Health Capstone I: Seminar	3
Comprehensive Exam		
Credits		12
Second Semester		
Elective 2		3
PHLT 751	Public Health Practice Experience II (100 hours)	3
PHLT 753	Capstone II: Seminar	3
Credits		9
Total Credits		48

2 elective courses required.

Capstone

The purpose of the capstone (also referred to as a culminating experience) is to have MPH students demonstrate the application and mastery of the MPH program competencies. This culminating experience is required by the Council on Education for Public Health (CEPH), the accrediting agency for programs of public health. The capstone thesis allows students to demonstrate proficiency in the public health competencies by conducting a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention over two semesters. Students work closely with Public Health faculty members to identify a meaningful and scholarly capstone thesis that will contribute to the discipline of public health. Students develop their capstone thesis based on their academic interests and their future career goals. The successful completion and presentation of the capstone thesis as well as the successful completion of a comprehensive written examination signifies that the MPH student is prepared to be a public health practitioner.

Course Descriptions

Public Health

PHLT 513 GIS Applications for Public Health

This introductory course provides an overview of the basic concepts and uses of Geographic Information System (GIS) technology in public health. As part of a toolkit for public health professionals, ArcGIS provides a means to explore data on a spatial level and communicate this information to a broader audience. Students explore GIS tools and learn to manipulate, analyze, visualize, and illustrate geographic data. Students examine relationships, trends and patterns using GIS technology. Finally, students reflect on community and individual ethical considerations, including use of sensitive electronic information, a public health professional must weigh when using information discovered about a community or individual through GIS-based manipulations. This course is structured to be a hands-on laboratory that covers both conceptual and technical topics.

PHLT 520 Environmental Health

This course addresses environmental factors that impact human health. Local and regional conditions such as air, water, and soil contamination are scrutinized as are global threats, increasing population pressures, poverty, and emerging threats to populations. Students integrate tools of ecological analysis, epidemiology, and toxicology and use risk assessment to define and weigh human exposures to a range of toxicants. Students also examine the impact of environmental conditions including disaster preparedness, occupational health, community health, and health conditions in the home. Furthermore, students consider biological, physical, and chemical factors affecting the health of communities and analyze direct and indirect effects of environmental and occupational agents and outcomes associated with exposure to hazards. The responsibility of public health professionals for the human safety and health of communities through federal, state, and community regulations and agencies is also explored.

PHLT 530 Public Health Ethics, Leadership and Management

Students explore the role of leaders and managers working in organizations focused on the delivery of public health programs, interventions, and outreach. Principles of effective leadership, including fostering collaboration, guiding decision making, effective communication, workforce development, consensus building, negotiation, collaborative problem solving, and conflict management are reviewed. Students address principles of team development and roles and practices of effective teams. This course also explores the ethical and philosophical basis of public health research, practice, and policy. Ethical theories are explored and critically examined, with a focus on their application to public health. Emphasis is placed on health disparities, health equity, and social justice, particularly as these concepts relate to urban communities. The course draws on students' experiences to promote moral reflection of personal values with regard to contemporary public health challenges and examines current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors. (edited from catalog description)

PHLT 540 Introduction to Public Health: Concepts of Health and Disease

This introductory course exposes students to foundational public health content including Epidemiology, Social and Behavioral Science, Environmental Health, Health Policy and Management, and Biostatistics. Topics addressed in this course include: the structure, function, and history of public health, the biomedical basis of public health, the public health core functions and essential services, the role of public health ethics and values, and future challenges to public health. Socio-economic and cultural factors that impact human health are examined through exposure to current research and analysis of current events. Databases are surveyed to reveal vital statistics and public health records that inform evidence based decision-making and support public health programs, especially programs that address health disparities and inequities in urban communities. Health priorities, major diseases, and disease burden are examined.

PHLT 550 Global Health

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are elevated.

PHLT 551 Urban Men's Health

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the trait masculinity, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to health care.

PHLT 554 Public Health, Aids, and Society

This course provides in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

PHLT 556 Reproductive Health for the Public Health Practitioner

Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health will be explored. Issues of biology related to sex, gender identity, social sex role, and sexual orientation will be discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections, and safer sex practices will be examined, in addition to those issues of chronic illness, disability, and sexual coercion.

PHLT 557 Women, Gender, and Public Health

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being.

PHLT 558 Adolescent Health: Public Health Issues, Programs, and Policies

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They will analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

PHLT 572 Special Topics**PHLT 600 Research Methods for Public Health**

This course provides an overview to research methods for public health practice, research and evaluation. A variety of theoretical and methodological approaches will be investigated. Quantitative and qualitative approaches to research as well as mixed methods and community participatory approaches to research and evaluation are explored. A variety of data collection processes will be investigated. Students will critique various methodologies, evaluate published public health research studies and assess best practices. Students will also explore the role of cultural competence, collaboration and ethics in public health research

PHLT 612 Public Health Advocacy**PHLT 615 Violence Prevention and Control**

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework will be used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

PHLT 635 Health Policy

This course provides an introduction to health policy, program planning, and evaluation in the public health context and allows students to strengthen and develop their skills in policy formulation and implementation. The social, economic, legal, regulatory, ethical, and political environments that influence healthcare and public health policy are explored. Specific policy areas explored in this course include: The Affordable Care Act; Health Insurance, HMOs, and Managed Care; Medicare; Medicaid; Children's Health Insurance Program; Development, Implementation, and Evaluation of Health Policy; and Health Policy and Leadership. Students also acquire familiarity with strategies for health planning, evaluation, and healthcare funding.

PHLT 637 Epidemiology

This course is an introduction to epidemiology, the study of the distribution and determinants of health and disease in human populations. In the beginning of the course, students identify appropriate data sources and sets to examine and describe measures of health, including morbidity, mortality and others. The middle portion of the course focuses on techniques for studying the distribution and causes of population health. Particular emphasis is placed on evaluating scholarly articles, including data sources and methodologies, and understanding the strengths and weaknesses of different population-based study designs. The remainder of the course is devoted to the application of epidemiological principles and evidence to practice and policy decision making. Concepts of surveillance, screening, immunity, and risk factors are examined as essential elements of public health practice

PHLT 639 Race, Ethnicity, and Public Health

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. They define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

PHLT 670 Special Topics**PHLT 680 Public Health Research****PHLT 696 Grant Writing Seminar**

In this course, students develop and critique a public health related grant proposal for a public health project, program, or intervention, including developing a budget. Students investigate private and governmental requests for proposals, grants databases, and grant elements with an emphasis on the introduction, proposal summary, problem statement, program goals and objectives, evaluation, personnel, equipment, consultants, budget, and timeline. Students also build a solid foundation in grants management, including required reporting. Requests for proposals from funding entities are also compared.

PHLT 703 Professional Ethics**PHLT 704 Statistics & Biostatistics**

This course reviews correlation, prediction and simple regression, hypothesis testing, t-tests, and ANOVA, and ANCOVA, along with various multivariate statistical methods employed in public health research (e.g., MANOVA and multiple regression analysis). It also provides an introduction to several statistical methods commonly used in public health, including structural equation modeling. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of research studies in health related disciplines. Extensive experience with data entry and analysis using SPSS statistical computer package is attained.

PHLT 705 Frameworks in Public Health Practice

Students analyze the contribution of social and behavioral factors to health and illness, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project for a vulnerable and diverse community.

PHLT 706 Multivariate Statistics

This course introduces multivariate data analysis methods. The course begins with an introduction to multivariate statistics, including matrix algebra. The course next focuses on multiple regression analysis, and Multivariate Analysis of Variance (MANOVA), along with Analysis of Covariance (ANCOVA), and repeated measures designs. It will also cover exploratory factor analysis, and introduce structural equation modeling. Students will receive extensive experience with data entry and analysis using SPSS and Mplus statistical computer packages. Prerequisite(s): PHLT 704

PHLT 750 Public Health Practice Experience I

The goals of the practicum course are to broaden students' exposure to public health practice, facilitate valuable work experience, and increase students' knowledge of specific career opportunities. Practice placements are two semesters long (approximately 100 hours/semester) and provide students with the opportunity to observe a public health professional in practice, complete a public health project that is mutually beneficial to the student and the organization, and synthesize knowledge and skills into public health practice. Students attend mandatory seminars where the principles and practices of public health are examined and students' awareness of the needs, challenges, and career opportunities in the field are further broadened.

PHLT 751 Public Health Practice Experience II

This second course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Students learn public health program evaluation as well as focus on public health workforce development, leadership, professional development, and preparation for entry into the public health workforce. Students continue their practice experiences and complete approximately 100 hours in an underserved community setting. Seminar meetings are conducted in which students discuss both their practicum projects and the continuing challenges of program development, evaluation, and implementation.

PHLT 752 Public Health Capstone I: Seminar

The Capstone two-part course sequence provides a culminating experience for students completing the Master of Public Health (MPH) degree. Students enter the Capstone with a solid foundation of theory, concepts, constructs, models, processes, and systems studied throughout the MPH Program. Additionally, students have sharpened their analytic and critical thinking skills through discussions, activities, and assignments in prior MPH courses. Part one of this two-part course sequence facilitates initial development and planning for the MPH student's Capstone thesis (also known as the culminating project). The culminating project is required for MPH programs by the Council on Education for Public Health (CEPH). Students conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention over two semesters. Students begin their Capstone thesis during the first Capstone course (PHLT 752) and complete their thesis and present their corresponding scientific poster during the second course (PHLT 753). Students also complete a comprehensive examination during PHLT 752 that addresses their knowledge of the public health competencies.

PHLT 753 Capstone II: Seminar

The Capstone two-part course sequence provides a culminating experience for students completing the Master of Public Health (MPH) Program. Students enter the Capstone with a solid foundation of theory, concepts, constructs, models, processes, and systems studied throughout the MPH Program. Additionally, students have sharpened their analytic and critical thinking skills through discussions, activities, and assignments in prior MPH courses. Part two of this two-part course sequence continues the development and brings to completion the MPH Capstone thesis (also known as the culminating project). A culminating project is a required component in MPH programs by the Council on Education for Public Health (CEPH). Students complete their Capstone thesis and present their corresponding scientific poster in this final course.

Program Contact Information

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Faculty

Professor: Rodriguez, Kneavel

Assistant Professors: Rexing, Taylor

RN to MSN Bridge**Program Description**

The bridge program is intended for registered nurses with a non-nursing baccalaureate degree who are interested in pursuing a Master of Science in Nursing (MSN). Interested applicants would need to fulfill undergraduate evening admission requirements.

Admission requirements include the following:

- completing an Evening and Weekend Program Application
- providing official copies of transcripts from nursing program, colleges, and/or universities
- providing a copy of current R.N. license

When accepted by the Admission Office, the student would need to successfully complete four courses at the undergraduate level:

- NUR 314 Health Assessment
- NUR 408 Nursing Research
- NUR 413 International Public Health Nursing
- Statistics

After successful completion of the above courses with a GPA of 3.2 or above, the applicant would be eligible to apply to the MSN program.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University.

Mission**Mission**

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

Vision

The Nursing Program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities. Explore, Experience, Excel

Philosophy for Nursing Programs

Nursing is an art, science, and practice profession that provides nursing services to diverse individuals and groups. Nurses value collaborative relationships with professionals who deliver health care services and with people who are the recipients of such services. Nursing services aim at facilitating the health of people in many settings, thus fulfilling a contract between society and the profession. Nurses' primary interests are human responses to health, illness, and healing. Nurses carry out many roles when providing safe and quality nursing interventions based on evidence.

The nursing community at La Salle respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the learning environment while actively engaging in a transformative process of continuing development as ethical, caring practitioners. The teaching-learning environment fosters scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others and the profession.

Program Goals

To prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations.

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations,
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society,
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research,
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

Program Specific Information**Accreditation**

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate program at (La Salle University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

(<https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.ccneaccreditation.org%2F&data=05%7C01%7C%7C2a3e95d9fc0749dd516708dbf69bb5ec%7C1036f37b0d59489ca8801a6aebd2bd07%7C0%7C0%7C6383749208677807486%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IklhaWw%7C%7C%7C&sdata=uuKtOucEtJn86g0TELdXlxUVAMJ%2FnHJKA7RC0klajAE%3D&reserved=0>).

Degree or Certificate Earned

Bridge to MSN

Required for Program Completion

- Courses
 - 4
- Credits
 - 12
- GPA
 - 3.0

Student Learning Outcomes

At the completion of the program the student will be able to do the following:

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- Practice independently and collaboratively with an inter-professional team while delivering direct and indirect care services in various types of health care systems. (Essential 2, 7, 9, 10)
- Use research findings from nursing and other disciplines as a basis for clinical decision-making to improve practice and to formulate health policy. (Essential 4, 6)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- Utilize evidence-based practice recommendations and professional standards of care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations. (Essential 4, 8)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups while working in inter-professional collaborative relationships. (Essential 3, 4, 7, 9)
- Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion. (Essential 7, 8)
- Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations. (Essential 7, 8)
- Demonstrate responsibility and accountability for on-going professional development (Essential 9).

Academic Requirements

Students must successfully complete four courses at the undergraduate

Code	Title	Credits
NUR 314	Health Assessment	3
NUR 408	Nursing Research	3
NUR 413	International Public Health Nursing	3
Statistics		3
Total Credits		12

After successful completion of the above courses with a GPA of 3.2 or above, the student is eligible to apply to the MSN program.

Course Sequence

Code	Title	Credits
NUR 314	Health Assessment	3
NUR 408	Nursing Research	3
NUR 413	International Public Health Nursing	3
Statistics		3
Total Credits		12

Course Descriptions

All course descriptions may be found in the main menu under Graduate > Courses: A-Z (p. 257).

Faculty

Same as RN to BSN and MSN Faculty

Program Contact Information

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RN-BSN to MSN

Program Description

La Salle's R.N.-BSN to MSN Program is designed for the registered nurse who is committed to pursuing a Master of Science degree in Nursing. The program accelerates the student through the R.N.-BSN Program by permitting enrollment in selected graduate-level courses while completing the BSN. Specific MSN-level courses are substituted for nine credits of undergraduate work (NUR 607 Advanced Nursing Roles in Healthcare, NUR 608 Advanced Nursing Practice for Population-Based Care, and any NUR 500-level and above course). The R.N.-BSN to M.S.N. Program is for graduates of diploma and associate degree nursing programs who have made the decision to pursue master's level education to meet career goals.

Mission

Mission

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

Vision

The Nursing Program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities. Explore, Experience, Excel

Philosophy for Nursing Programs

Nursing is an art, science, and practice profession that provides nursing services to diverse individuals and groups. Nurses value collaborative relationships with professionals who deliver health care services and with people who are the recipients of such services. Nursing services aim at facilitating the health of people in many settings, thus fulfilling a contract between society and the profession. Nurses' primary interests are human responses to health, illness, and healing. Nurses carry out many roles when providing safe and quality nursing interventions based on evidence.

The nursing community at La Salle respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the learning environment while actively engaging in a transformative process of continuing development as ethical, caring practitioners. The teaching-learning environment fosters scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others and the profession.

Program Goals

To prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations.

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations,
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society,
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research,
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

Program Specific Information

This program serves as a bridge between the RN-BSN and the MSN degrees. Keeping with the Lasallian mission students learn to function as a leader and change agent in nursing and health care delivery systems with an emphasis on ensuring quality care for vulnerable and underserved populations.

Degree or Certificate Earned

no degree - courses towards MSN

Required for Program Completion

- Courses
 - up to 3
- Credits
 - 9
- GPA
 - 3.0

Student Learning Outcomes

At the completion of the program the student will be able to do the following:

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- Practice independently and collaboratively with an inter-professional team while delivering direct and indirect care services in various types of health care systems. (Essential 2, 7, 9, 10)
- Use research findings from nursing and other disciplines as a basis for clinical decision-making to improve practice and to formulate health policy. (Essential 4, 6)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- Utilize evidence-based practice recommendations and professional standards of care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations. (Essential 4, 8)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups while working in inter-professional collaborative relationships. (Essential 3, 4, 7, 9)
- Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion. (Essential 7, 8)
- Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations. (Essential 7, 8)
- Demonstrate responsibility and accountability for on-going professional development (Essential 9).

Academic Requirements

Enrollment in RN to BSN Program plus the following course sequence.

Course Sequence

Code	Title	Credits
NUR 607	Advanced Nursing Roles in Healthcare	3
NUR 608	Advanced Nursing Practice for Population-Based Care	3
Any NUR 500-level and above course		3
Total Credits		9

Course Descriptions

Nursing

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

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 581 The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

NUR 582 School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing. Prerequisite(s): NUR 581

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618 Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiological, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 620 Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

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

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 656 Field Study in Public Health Nursing II

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. Prerequisite(s): NUR 650, NUR 655 Corequisite(s): NUR 651

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 670 Independent Study**NUR 672 Special Topics****NUR 673 Special Topics****NUR 675 Independent Study****NUR 691 Clinical Practicum II**

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.

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM®-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Student examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based, competent care. Students advance in theoretical knowledge, clinical judgment. differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

Faculty

Same as RN to BSN and MSN

Program Contact Information

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Social Work, MSW**Program Description**

The MSW Program prepares professional social workers with knowledge, values, and skills to enhance individual, family, and community well-being. The curriculum is rooted in an understanding of the mutuality between individuals, families, and communities and the collaborative role social workers play in fostering well-being. Integrating theory and practice, the program offers a variety of inter-professional concentrations students can choose based on their interests and career goals.

Both full and part-time options are available for the 60-credit traditional program and the 30-credit advanced standing program. Courses are offered in the evening with some hybrid and online courses to accommodate adult learners.

Mission

The Master of Social Work Program is committed to educating students for a "commitment to the common good" and the well-being of society. The MSW Program is rooted in the Lasallian tradition of care and concern for others with a commitment to working with others in "solidarity and justice" so that lives can be improved. The MSW Program builds on a person-in-environment perspective as it prepares students with knowledge, values and skills for advanced social work practice to promote and ensure the well-being of individuals, families, and communities.

Program Goals

- To prepare advanced social work practitioners who contribute to individual, family, community, and societal well-being.
- To prepare social workers who commit and contribute to the common good.
- To prepare practitioners who intentionally engage in reflective and reflexive practice.
- To prepare social workers who act as change agents and critically reflect on historical oppression and its consequences.
- To prepare social workers for leadership roles within and beyond the profession.
- To prepare social workers who engage in career-long learning including the development and dissemination of social work knowledge.

Program Specific Information

The criteria for admission to the MSW Program follow:

Advanced Standing

- Earned baccalaureate degree in Social Work from a CSWE–accredited program within the past seven (7) years
- Minimum cumulative GPA: 3.0
- Minimum final grade of B- in undergraduate social work practice and field practicum courses
- Provisional admission for applicants with grades below the minimum requirement: Students may be accepted provisionally for one semester and must achieve a minimum GPA of 3.25 in SWK courses by the end of the semester to continue in the program.

Traditional Program

- Earned baccalaureate degree from an accredited college or university
- Minimum undergraduate cumulative GPA: 2.75
- Provisional admission for applicants with GPAs below the minimum requirement: Students may be accepted provisionally for one semester and must achieve a minimum GPA of 3.0 in SWK course by the end of the semester to continue in the program.

To continue in the MSW Program, students must meet the following academic criteria:

- Students must maintain an overall GPA of 3.0
- Advanced Standing: A student can earn a B- in no more than one (1) course while maintaining a 3.0 GPA, excepting the practice and practicum courses, in which students must earn a minimum final grade of B.
- Traditional Program: A student can earn a B- in no more than two (2) courses while maintaining a 3.0 GPA, excepting the practice and

practicum courses, in which students must earn a minimum final grade of B.

- If a student’s GPA falls below 3.0, the student will be placed on provisional status for no more than two semesters. The student will meet with their advisor to develop a plan of action to successfully meet the requirements of the program.
- Students graduate with a minimum GPA of 3.0.
- A final course grade of "F" grade constitutes grounds for dismissal from the program.
- For Advanced Standing students, a final grade below a B in a total of two (2) courses is grounds for dismissal from the program.
- For Traditional Program students, a final grade below a B in a total of four (4) courses is grounds for dismissal from the program.

BSW-to-MSW Program

Students may earn both the B.S.W. and M.S.W. degrees by participating in the University’s 4+1 Social Work Program. Students satisfy the undergraduate social work major requirements during their first four years at the University, earning a minimum of 120 credits. Students who meet specified criteria proceed to the Advanced Standing MSW Program.

Students who previously earned a master’s degree in a related field may transfer as social work electives a maximum of three (3) courses in which they earned a grade of B or better.

Students in the Traditional MSW Program who previously earned a degree from an accredited undergraduate social work (BSW) program may transfer a maximum of three (3) courses in which they earned a grade of B or better.

Course equivalencies:

Undergraduate Course	Graduate Equivalent
BSW	MSW
SWK 340	SWK 540
SWK 341	SWK 541
SWK 365	SWK 565
SWK 460	SWK 560
SWK 461	SWK 561
SWK 480	SWK 580
SWK 481	SWK 581
SWK 391	SWK 591

Accreditation

La Salle University’s MSW program has achieved Candidacy for Accreditation by the Council on Social Work Education’s Commission on Accreditation (CSWE). Students who enter the program on or after Fall 2021 will be retroactively recognized as having graduated from a CSWE-accredited program.

Degree or Certificate Earned

M.S.W.

Required for Program Completion

- Courses
 - Traditional Program: 20 courses Advanced Standing Program: 10 courses
- Credits

- Traditional Program: 60 credits Advanced Standing Program: 30 credits
- GPA
 - 3.0

Student Learning Outcomes

Generalist Social Work Competencies

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specialized Social Work Competencies

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, and Communities
- Assess Individuals, Families, and Communities
- Intervene with Individuals, Families, and Communities
- Evaluate Practice with Individuals, Families, and Communities

Academic Requirements

Code	Title	Credits
Required Generalist Courses		
SWK 510	Multidimensional Approaches to Human Development	3
SWK 540	Preparation for Professional Practice	3
SWK 541	Generalist Practice with Individuals	3
SWK 565	Social Work Research	3
SWK 560	Generalist Practice with Families and Groups	3
SWK 561	Generalist Practice with Organizations and Communities	3
SWK 580	Generalist Field Practicum: Part A	3
SWK 581	Generalist Field Practicum: Part B	3
SWK 591	Social Work and Social Policy	3
Required Specialized Courses		
SWK 620	Anti-Racist & Anti-Oppressive Practice	3
SWK 641	Social Work Leadership	3

SWK 660	Advanced Practice for Individual & Family Well-Being	3
SWK 661	Advanced Community & Policy Practice for Well-being	3
SWK 680	Advanced Field Practicum: Part A	3
SWK 681	Advanced Field Practicum: Part B	3
SWK 695	Integrative Seminar in Social Work	3

Areas of Concentration

Select 3-4 Electives in area of concentration: 12-16

- Clinical Practice
- Children & Family Practice
- Social Work in Schools
- Health & Public Health
- Substance Use & Recovery
- Strategic Communication
- Nonprofit Leadership
- Business Administration

Total Credits 60-64

Course Sequence

Traditional Program (Full-Time, 2 Years)

Course	Title	Credits
First Year		
First Semester		
SWK 510	Multidimensional Approaches to Human Development	3
SWK 540	Preparation for Professional Practice	3
SWK 560	Generalist Practice with Families and Groups	3
SWK 580	Generalist Field Practicum: Part A	3
SWK 591	Social Work and Social Policy	3
Credits		15
Second Semester		
SWK 565	Social Work Research	3
SWK 541	Generalist Practice with Individuals	3
SWK 561	Generalist Practice with Organizations and Communities	3
SWK 581	Generalist Field Practicum: Part B	3
Elective		3
Credits		15
Second Year		
First Semester		
SWK 620	Anti-Racist & Anti-Oppressive Practice	3
SWK 660	Advanced Practice for Individual & Family Well-Being	3
SWK 680	Advanced Field Practicum: Part A	3
Elective		3
Elective		3
Credits		15
Second Semester		
SWK 641	Social Work Leadership	3
SWK 661	Advanced Community & Policy Practice for Well-being	3
SWK 681	Advanced Field Practicum: Part B	3
SWK 695	Integrative Seminar in Social Work	3
Elective		3
Credits		15
Total Credits		60

Traditional Program (Part-Time, 3 Years)

Course	Title	Credits
First Year		
First Semester		
SWK 510	Multidimensional Approaches to Human Development	3
SWK 540	Preparation for Professional Practice	3
SWK 591	Social Work and Social Policy	3
Credits		9
Second Semester		
SWK 565	Social Work Research	3
Elective		3
Elective		3
Credits		9
Second Year		
First Semester		
SWK 620	Anti-Racist & Anti-Oppressive Practice	3
SWK 560	Generalist Practice with Families and Groups	3
SWK 580	Generalist Field Practicum: Part A	3
Credits		9
Second Semester		
SWK 541	Generalist Practice with Individuals	3
SWK 561	Generalist Practice with Organizations and Communities	3
SWK 581	Generalist Field Practicum: Part B	3
Credits		9
Third Year		
First Semester		
SWK 660	Advanced Practice for Individual & Family Well-Being	3
SWK 680	Advanced Field Practicum: Part A	3
Elective		3
Elective		3
Credits		12
Second Semester		
SWK 661	Advanced Community & Policy Practice for Well-being	3
SWK 681	Advanced Field Practicum: Part B	3
SWK 641	Social Work Leadership	3
SWK 695	Integrative Seminar in Social Work	3
Credits		12
Total Credits		60

Traditional Program (Part-Time, 4 Years)

Course	Title	Credits
First Year		
First Semester		
SWK 510	Multidimensional Approaches to Human Development	3
SWK 540	Preparation for Professional Practice	3
SWK 591	Social Work and Social Policy	3
Credits		9
Second Semester		
SWK 565	Social Work Research	3
Elective		3
Elective		3
Credits		9
Second Year		
First Semester		
SWK 620	Anti-Racist & Anti-Oppressive Practice	3
SWK 560	Generalist Practice with Families and Groups	3
SWK 580	Generalist Field Practicum: Part A	3
Credits		9
Second Semester		
SWK 541	Generalist Practice with Individuals	3

SWK 561	Generalist Practice with Organizations and Communities	3
SWK 581	Generalist Field Practicum: Part B	3
Credits		9
Third Year		
First Semester		
SWK 660	Advanced Practice for Individual & Family Well-Being	3
SWK 680	Advanced Field Practicum: Part A	3
Credits		6
Second Semester		
SWK 661	Advanced Community & Policy Practice for Well-being	3
SWK 681	Advanced Field Practicum: Part B	3
Credits		6
Fourth Year		
First Semester		
Elective		3
Elective		3
Credits		6
Second Semester		
SWK 641	Social Work Leadership	3
SWK 695	Integrative Seminar in Social Work	3
Credits		6
Total Credits		60

Advanced Standing Program (Full-Time, 1 Year)

Course	Title	Credits
First Year		
First Semester		
SWK 620	Anti-Racist & Anti-Oppressive Practice	3
SWK 660	Advanced Practice for Individual & Family Well-Being	3
SWK 680	Advanced Field Practicum: Part A	3
Elective		3
Elective		3
Credits		15
Second Semester		
SWK 641	Social Work Leadership	3
SWK 661	Advanced Community & Policy Practice for Well-being	3
SWK 681	Advanced Field Practicum: Part B	3
SWK 695	Integrative Seminar in Social Work	3
Elective		3
Credits		15
Total Credits		30

Advanced Standing Program (Part-Time, 2 Years)

Course	Title	Credits
First Year		
First Semester		
SWK 620	Anti-Racist & Anti-Oppressive Practice	3
Elective		3
Credits		6
Second Semester		
SWK 641	Social Work Leadership	3
Elective		3
Credits		6
Second Year		
First Semester		
SWK 660	Advanced Practice for Individual & Family Well-Being	3
SWK 680	Advanced Field Practicum: Part A	3
Elective		3
Credits		9

Second Semester		
SWK 661	Advanced Community & Policy Practice for Well-being	3
SWK 681	Advanced Field Practicum: Part B	3
SWK 695	Integrative Seminar in Social Work	3
Credits		9
Total Credits		30

Code	Title	Credits
SWK 510	Multidimensional Approaches to Human Development	3
SWK 540	Preparation for Professional Practice	3
SWK 541	Generalist Practice with Individuals	3
SWK 560	Generalist Practice with Families and Groups	3
SWK 561	Generalist Practice with Organizations and Communities	3
SWK 565	Social Work Research	3
SWK 580	Generalist Field Practicum: Part A	3
SWK 581	Generalist Field Practicum: Part B	3
SWK 591	Social Work and Social Policy	3
SWK 620	Anti-Racist & Anti-Oppressive Practice	3
SWK 641	Social Work Leadership	3
SWK 660	Advanced Practice for Individual & Family Well-Being	3
SWK 661	Advanced Community & Policy Practice for Well-being	3
SWK 680	Advanced Field Practicum: Part A	3
SWK 681	Advanced Field Practicum: Part B	3
SWK 695	Integrative Seminar in Social Work	3

Course Descriptions

Social Work

SWK 503 Psychopathology

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

SWK 510 Multidimensional Approaches to Human Development

This course examines the foundational aspect of social work practice, that is, the development of the "person in environment." The course is designed to provide knowledge and understanding of theory, research and practice issues related to human behavior and development. Human behavior is presented as a bio-psycho-socio-cultural phenomenon. The course focuses on people as individual and as members of families, groups, organizations, communities and global society. Course content covers life course and life span development from conception through later adulthood and death and examines the impacts of racial, ethnic, socio-cultural, religious/spiritual and gender diversity on human behavior. These impacts on special population groups including racial and ethnic minority groups, immigrants, minority religious groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities will be evaluated. The social work profession's ethical responsibility for enhancing individual and social functioning and advancing social, economic, and environmental justice will be emphasized.

SWK 512 Intro to Addictions

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

SWK 520 Human Rights & Social Justice for Social Work

This course will examine social issues and injustices as they relate to social work. A central focus will be the struggles of individuals, families, and communities from around the country and around the world. This course will deepen the student's understanding to the concepts of social justice, human rights, social welfare, liberation and oppression, and explore how these concepts are understood at different times and in different places. In addition, they will discuss ways to promote human rights and social, economic and environmental justice in social work.

SWK 530 Working with Children & Families

This course will examine the ethical perspectives of social justice and the ethical dilemmas of working with vulnerable children and families. We will critically examine current policies and practices relating to children and families' circumstances and be able to apply appropriate social work perspectives that encourage sound practice, while reflecting upon the influence of historical events and persons. The course will enable students to bring skills and knowledge to bear in assessing and intervening in situations involving children and families.

SWK 540 Preparation for Professional Practice

This course is designed to prepare the student for the professional practicum in social work. The course will familiarize the student with the roles of the student intern and will guide the student in developing skills for the social work relationship, as well as an understanding of profession practice. The course will assist the student in identifying diverse and vulnerable populations that pose the most challenge for students so that they can gain understanding of, and comfort and experience interacting with various social groups. The course will also introduce interviewing and empathic listening skills and provide opportunities for students to practice these skills.

SWK 541 Generalist Practice with Individuals

This course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advocating for individuals, developing intervention plans, evaluating outcomes, and appropriately ending the professional relationship.

Prerequisite(s): SWK 540 Corequisite(s): SWK 540

SWK 550 Loss & Grief

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief. Theories of bereavement and grief counseling and companioning skills are presented.

SWK 552 Resilience & Strength: An Introduction to Puerto Rico

There is a saying in Latin America - "Puerto Rico: tan lejos de Dios y tan cerca de los EE.UU." (Puerto Rico: So far from God and so close to the United States). This course will look at la Isla del Encanto - the Enchanted Island - and the challenges it has faced throughout its history as well as the strength and resilience of the people in facing those challenges. It will examine Puerto Rico from multiple perspectives: historical; its relationship to the US; and, through the eyes of the local Diaspora.

SWK 560 Generalist Practice with Families and Groups

This course focuses on social work engagement, assessment, intervention, and evaluation with families and groups. It provides an investigation of and skill development in generalist social work practice, focusing on systems theory and empowerment perspective. Students gain knowledge and skills for effective and ethical generalist social work practice with families and groups. Prerequisite(s): SWK 540 Corequisite(s): SWK 540, SWK 580

SWK 561 Generalist Practice with Organizations and Communities

This course specifically focuses on engagement, assessment, intervention, and evaluation with organizations and communities. Social work values and ethics provide a foundation for this course, which highlights the integration of micro, mezzo, and macro skills for effective generalist practice. Students will be introduced to a variety of approaches to macro social work practice. Students will acquire knowledge and skills for engagement, assessment, interventions, and evaluation with organizations and communities utilizing a systems framework within the empowerment tradition in social work. Prerequisite(s): SWK 540 Corequisite(s): SWK 540, SWK 581

SWK 565 Social Work Research

Research Methods for Generalist Social Work Practice is a one-semester course. The purpose of this course is to prepare the generalist social work practitioner to understand the research process, develop the steps of research design, including a survey instrument, and seek approval for the project from the La Salle University Institutional Review Board. The student will be exposed to a variety of social research processes and methods, including qualitative and quantitative methodologies; program evaluation; and needs assessment research. Emphasis on understanding and applying social work values to research will be included. Students will examine ethical dilemmas facing researchers and those studying research, especially as this relates to work with vulnerable populations. This course highlights how research interfaces with successful social work practice.

SWK 570 Special Topics**SWK 577 Special Topics****SWK 580 Generalist Field Practicum: Part A**

This course provides students with an educationally directed field experience designed to enhance the development of engagement, assessment, intervention, and evaluation skills in generalist social work. Students complete 250 hours of fieldwork in an approved setting under the supervision of a professional social worker. Prerequisite(s): SWK 540 Corequisite(s): SWK 540, SWK 560

SWK 581 Generalist Field Practicum: Part B

A continuation of SWK 580: Generalist Field Practicum Part A, this course provides a social work practice experience in which students integrate the social work theory, skills, and values they are learning in the classroom. While the focus of this practicum is assessment and intervention with organizations and communities, the student will continue to develop and practice skills intervening with individuals, families, and/or groups. Students complete 250 hours of fieldwork in an approved setting under the supervision of a professional social worker. Prerequisite(s): SWK 540 Corequisite(s): SWK 561

SWK 585 Mental Health & Substance Use: Support & Recovery

This course will provide students with an understanding of co-occurring disorders, related concepts and theories, and the inter-relationship between mental health issues and substance use and abuse. Mental health issues and substance abuse will be examined using the DSM, with specific attention to key symptomology and increased risk. Screening and assessment tools and intervention strategies for co-occurring disorders will be explored. The use of self in a professional setting, and cultural considerations will also be examined. Students will gain an understanding of the implications of current policy on individuals, families, communities and agencies as it relates to mental health and substance use disorders.

SWK 591 Social Work and Social Policy

This course will provide an examination of the historical roots of the United States' response to human needs through social welfare policy, including the distribution of power, status, and resources. The experience of oppression and discrimination of vulnerable groups will be stressed. Social policy is discussed using historical and social justice lenses, stressing critical thinking in how these policies can be improved to better serve individuals, groups and communities, especially those who have historically experienced oppression and discrimination. Ethical issues associated with the allocation of resources will be highlighted.

SWK 601 Grief/Loss/Trauma Counseling**SWK 608 Therap Apprch Children/Teens**

This course is designed to provide an understanding of working with children, adolescents, and their families. It will focus on treating a variety of presenting issues, as well as provide several theoretical perspectives for working with families with children and/or adolescents. We will explore many clinical interventions for working with youth of varying ages, and the course will include play therapy. Students will have many experiential opportunities to learn about play therapy techniques and interventions. Careful attention will be paid to ethical issues, laws regarding mandated reporting, duty-to-warn, when treating children and adolescents, as well as cultural and diversity issues will be addressed.

SWK 610 Cog-Behav Approaches

This is a clinical skills course that focuses on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feeling, 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.

SWK 611 Insight-Oriented Approaches

A clinical skills course that focuses on the issues addressed in those counseling and psychotherapy approaches that see the gaining of insight as a significant goal in the change process. Key concepts identified with these specific approaches will be presented along with general process issues for working with individuals. Techniques specific to a number of insight-oriented approaches will be explored and students will be encouraged to gain both an understanding of these skills and the ability to utilize them.

SWK 612 Group Processes

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

SWK 619 Multicultural Counsel/Therapy

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.

SWK 620 Anti-Racist & Anti-Oppressive Practice

This course will offer a critical examination of the development of racism in the U.S. and within social work as a discipline and profession in the United States with a focus on how social work practice, theories, and interventions perpetuate racism and oppression. The course will use critical race theory and intersectionality to discuss how different forms of oppression – discrimination based on race, ethnicity, immigration status, ability, gender identity, sexual orientation, class, to name a few – are connected and how the dominant culture, both inside and outside social work, misuses power to maintain their advantage and privilege knowingly and unknowingly. It will then offer frameworks for practice that are anti-racist, anti-oppressive, abolitionist, and that promote social, economic, and environmental justice.

SWK 628 Understanding Relationships

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

SWK 634 Addictions & the Family

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

SWK 641 Social Work Leadership

Social service agencies and nonprofit organizations permeate society and are a main source of enhancing well-being for individuals, families, and communities. Social workers are often employed by these agencies for service provision and program management and development. Increasingly, social workers are tasked with leading complex social services agencies and non-profit organizations. This course aims to provide students with the necessary skills to manage and lead in complex environments. Students will identify their own theory of leadership and how leadership applies to organizational management. Additionally, students will identify organizational structures and the processes for managing and developing programs within these structures. Students will also learn how to mentor employees and develop skills for providing supervision. Through course work, students can expect to gain knowledge in evaluating and implementing programs. Ultimately this course prepares students for the arduous, but necessary task, of transitioning from direct practice to a leadership role within the social work profession. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591

SWK 650 Advanced Integrative Practice with Children & Families

Advanced Integrative Practice with Children and Families emphasizes the application of advanced theory and practice principles for working with children and families in diverse practice settings. This course provides students an opportunity to consider approaches of current and emerging models of service delivery across the spectrum of settings where clinical intervention may be necessary, as well as more systemic intervention, which would address needs in a setting where social work may be one of many services offered (such as educational, healthcare or child welfare agencies). Models of child and family practice that emphasize promotion of wellbeing for the child and their family are considered.

SWK 660 Advanced Practice for Individual & Family Well-Being

This course builds on the generalist practice courses (SWK 541, SWK 560 and SWK 561) and explores theories and models for advanced social work practice with individuals and families with an emphasis on clinical practice methods. The course explores and critiques evidence-informed models for practice, emerging models of practice, and traditional/indigenous healing practices. The course reinforces the integration of theory and practice interventions as well as culturally appropriate, trauma-informed, and anti-oppressive stances toward social work practice. The overarching goal of the course is to integrate direct practice approaches that are client-centered, strengths-based, and relational with a primary focus on individual and family well-being. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 680

SWK 661 Advanced Community & Policy Practice for Well-being

This course focuses on social work at the community level and social work in policy arenas, connecting the two. The context for all social work practice is community. All people are members of communities and given social work's commitment to the person-in-environment perspective, community and policy practice are essential for social work. Likewise, since social policy affects all aspects of life – both personal and professional – social workers must be aware of how policy is developed and implemented, and how to influence policy. This course provides students with the advanced skills for work in communities and policy areas. Students will learn basic concepts and strategic approaches related to practicing in these settings, including the concepts of economic, environmental and social justice; social transformation; empowerment; and, participatory democracy. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 681

SWK 670 Special Topics**SWK 680 Advanced Field Practicum: Part A**

Advanced Field Practicum: Part A is the first, in a two-part practicum that provides the student with an educationally directed advanced social work practice experience. The student integrates social work theory and skills related to their area of concentration, while guided by a field instructor to practice within an ethical and professional framework. This practicum is based in an agency or organization within the community. Students are expected to complete 300 hours in the field and participate in a weekly seminar class. This practicum must be taken concurrently with SWK 680: Advanced Practice for Individual & Family Well-Being. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 660

SWK 681 Advanced Field Practicum: Part B

Advanced Field Practicum: Part B is the second in a two-part practicum that provides the student with an educationally directed advanced social work practice experience. The student integrates social work theory and skills related to their area of concentration, while guided by a field instructor to practice within an ethical and professional framework. This practicum is based in an agency or organization within the community. Students are expected to complete 300 hours in the field and participate in a weekly seminar class. This practicum must be taken concurrently with SWK 661: Advanced Community & Policy Practice for Well-Being. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 661

SWK 695 Integrative Seminar in Social Work

This course is designed for social work students to integrate learning from the advanced social work practice curriculum and the student's area of concentration. Students will develop and disseminate a culminating experience that contributes to individual, family and/or community well-being. With a focus on professional and ethical practice, students will demonstrate competency at the advanced practice level by synthesizing the values, ethics, knowledge, and skills learned throughout the MSW Program. In consultation with their colleagues and faculty, students will create a capstone project that advances social work research and/or practice and prepares them for lifelong learning. Prerequisite(s): SWK 661, SWK 681 Corequisite(s): SWK 661, SWK 681

Faculty

Interim Department Chair: Mariscotti

Associate Professors: Barbera

Assistant Professors: Franke, Young, Herr-Perrin

Instructor: Hook, Laboy, Pollichiemi

Program Contact Information

Department of Social Work

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Staff Contact Information

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Speech-Language Pathology, M.S.

Program Description

La Salle University's Department of Communication Sciences and Disorders offers a Master of Science in Speech-Language Pathology.

Speech-language pathologists care for clients of all ages and cultural backgrounds with communication and swallowing disorders. Speech-language pathologists assess, treat, and help prevent speech, language, cognitive-communication, voice, swallowing, fluency, and related disorders.

This graduate program is a full-time program. Academic classes are scheduled in the late afternoon and early evening. Clinical practicum experiences in our on-campus clinic and affiliate sites are predominantly scheduled during business hours. Students have the opportunity

to participate in diverse clinical practicum experiences in various professional settings.

Mission

La Salle University's Speech-Language Pathology Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in communication sciences and disorders. Students learn to think critically and communicate effectively to meet professional credentialing requirements, including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice, recognize diverse client/caregiver perspectives and values, and pursue life-long learning.

Program Goals

The Master of Science in Speech-Language Pathology Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The program offers 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 prepare students to meet requirements for certification by the American Speech-Language-Hearing Association, licensure by the Commonwealth of Pennsylvania, and foundations for doctoral study. Graduates of this program will earn a Master of Science degree.

Program Specific Information

Accreditation

The Master of Science (M.S.) education program in speech-language pathology (residential) 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, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Certification and Licensure

The American Speech-Language-Hearing Association (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 is called the Certificate of Clinical Competence (CCC) and requires completing specific program coursework, including practicum, a supervised Clinical Fellowship (CF), and passing a national examination.

For more information about ASHA certification, please visit <https://www.asha.org/certification/>.

All 50 states require speech-language pathologists to be licensed to practice. For state-specific licensure information (including Pennsylvania, New Jersey, and Delaware), please visit State-by-State ([asha.org](https://www.asha.org/advocacy/state/)) (<https://www.asha.org/advocacy/state/>).

La Salle University's Department of Communication Sciences and Disorders has received approval for teacher certification for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 from the Pennsylvania Department of Education (PDE)

of the Commonwealth of Pennsylvania. Earning one of these certificates is required to work in the various school systems in Pennsylvania. Pennsylvania State Board regulations require candidates applying for either certificate to pass the appropriate Praxis test administered by the Educational Testing Service. Information about the Praxis Series Tests is available at <http://www.ets.org/praxis/pa> (<http://www.ets.org/praxis/pa/>). Other states may also require prospective teachers to take this or other examinations. In addition to all of the requirements for completing the Master's degree, the Department of Communication Sciences and Disorders faculty must recommend candidates for Instructional I certificates. Recommendations are predicated upon completing all course requirements with a minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses.

Clinical Experiences

The Master of Science in Speech-Language Pathology offers clinical education at various practicum sites. The CSD Department has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities for supervised clinical practicum affiliations in the greater Philadelphia area. Currently, these include acute-care hospitals (pediatric and adult); rehabilitation hospitals (pediatric and adult); specialized schools; elementary, middle, and high schools in Pennsylvania, New Jersey, and Delaware; intermediate units in Pennsylvania and educational services units in New Jersey; and private practices in Pennsylvania, New Jersey, and Delaware.

The National Student Speech-Language-Hearing Association

The National Student Speech-Language-Hearing Association (NSSLHA) is a pre-professional membership association for students interested in communication sciences and disorders. La Salle University formed an ASHA-recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in our program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fundraising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Visit the NSSLHA Web site: www.nsslha.org (<http://www.nsslha.org>).

CSD Student Handbook

The Communication Sciences and Disorders Student Handbook contains program-specific rules, guidelines, and procedures for progression and will be available to all students.

Degree or Certificate Earned

M.S.

Required for Program Completion

- Courses
 - 20
- Credits
 - 60
- GPA
 - 3.0

Student Learning Outcomes

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 current ASHA Certification Standards in Speech-Language Pathology.

- Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)
- Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)
- Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)
- Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)
- Demonstrate clinical skills in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C; IV-D; IV-E; V-B)
- Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-E; IV-G; V-B)
- Integrate research with clinical knowledge to improve the evaluation and treatment of individuals with communication and swallowing disorders. (IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; V-B)
- Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D; IV-E; IV-F; IV-G)
- Pursue education and credentials necessary for obtaining/maintaining certification and licensure. Pursue ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F, VI)
- Implement appropriate assessment and intervention for diverse client populations across the lifespan. (IV-B; IV-C; IV-D,V-B; V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-F)
- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D; V-B; V-F)
- Practice independently and collaboratively in various health-care and educational systems in an appropriate professional manner. (IV-A through IV-H; V-A through V-F)

Academic Requirements

Curriculum

Course selection is made with an adviser and includes undergraduate transcript review. If a student has deficiencies in undergraduate prerequisites, the student must complete the missing coursework during the graduate course of study.

Code	Title	Credits
Required Courses		
COSD 501	Introduction to Clinical Practicum	3
COSD 502	Introduction to Aural Habilitation/Rehabilitation	3
COSD 503	Speech Sound Disorders	3

COSD 511	Stuttering and Other Fluency Disorders	3
COSD 512	Language Disorders in Young Children	3
COSD 513	Acquired Language Disorders	3
COSD 514	Language Learning Disabilities in School-Age Children and Adolescents	3
COSD 515	Voice Disorders	3
COSD 516	Clinical Practicum and Procedures	3
COSD 518	Research Design in Communication Disorders	3
COSD 520	Dysphagia: Diagnosis and Treatment of Swallowing Disorders	3
COSD 521	Advanced School Practicum in Speech-Language Pathology	3
COSD 527	Motor Speech Disorders	3
COSD 528	Counseling Seminar in Communication Disorders	3
COSD 614	Clinical Diagnostics in Speech-Language Pathology	3
COSD 616	Advanced Clinical Practicum and Case Study	3
COSD 619	Medical Speech-Language Pathology	3
COSD 635	Integrative Capstone in Communication Disorders	3

Electives

Students must take two electives of the following:		6
COSD 526	Alternative and Augmentative Communication	
COSD 530	Special Topics in Communication Disorders	
COSD 537	Geriatric Communication Disorders	
COSD 617	Advanced Pediatric Aural Habilitation for Speech-Language Pathologists	
COSD 618	Communication and Autism Spectrum Disorders	
COSD 620	Pediatric Dysphagia	
COSD 622	Applied Instrumentation in Speech-Language Pathology	
COSD 640	Thesis Research in Communication Disorders	
COSD 670	Management of Cognitive-Communication Disorders	

Course Sequence

Course	Title	Credits
First Year		
First Semester		
COSD 501	Introduction to Clinical Practicum	3
COSD 503	Speech Sound Disorders	3
COSD 512	Language Disorders in Young Children	3
COSD 518	Research Design in Communication Disorders	3
Credits		12
Second Semester		
COSD 513	Acquired Language Disorders	3
COSD 515	Voice Disorders	3
COSD 516	Clinical Practicum and Procedures	3
COSD 520	Dysphagia: Diagnosis and Treatment of Swallowing Disorders	3
Optional COSD Graduate Elective		0-3
Credits		12-15
Third Semester		
COSD 614	Clinical Diagnostics in Speech-Language Pathology	3
COSD 619	Medical Speech-Language Pathology	3
Optional 1 or 2 COSD Graduate Elective(s)		0-6
Credits		6-12

Second Year**First Semester**

COSD 514	Language Learning Disabilities in School-Age Children and Adolescents	3
COSD 521 or COSD 616	Advanced School Practicum in Speech-Language Pathology or Advanced Clinical Practicum and Case Study	3
COSD 527	Motor Speech Disorders	3
COSD 528	Counseling Seminar in Communication Disorders	3
Optional COSD Graduate Elective		0-3
Credits		12-15

Second Semester

COSD 502	Introduction to Aural Habilitation/Rehabilitation	3
COSD 511	Stuttering and Other Fluency Disorders	3
COSD 635	Integrative Capstone in Communication Disorders	3
COSD 521 or COSD 616	Advanced School Practicum in Speech-Language Pathology or Advanced Clinical Practicum and Case Study	3
Optional COSD Graduate Elective		0-3
Credits		12-15
Total Credits		54-69

All MS in SLP students must complete two COSD graduate electives.

Course Descriptions

Communication Sciences and Disorders

COSD 501 Introduction to Clinical Practicum

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist, apply theoretical knowledge, continue to develop clinical management skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 502 Introduction to Aural Habilitation/Rehabilitation

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. Restriction(s): CSD graduate students

COSD 503 Speech Sound Disorders

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. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 511 Stuttering and Other Fluency Disorders

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. Restriction(s): CSD graduate students

COSD 512 Language Disorders in Young Children

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. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 513 Acquired Language Disorders

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. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 514 Language Learning Disabilities in School-Age Children and Adolescents

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. Restriction(s): CSD graduate students Prerequisite(s): COSD 512 or permission of instructor.

COSD 515 Voice Disorders

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. Restriction(s): CSD graduate students

COSD 516 Clinical Practicum and Procedures

This clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of communication 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 disorders. COSD 516 takes place in an affiliated, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Clinical Instructor to reflect on and discuss procedures within the clinical experience. Restriction(s): CSD graduate students and CSD five-year seniors Prerequisite(s): COSD 503 and COSD 512 and permission of Program Director.

COSD 518 Research Design in Communication Disorders

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of computers in data analysis are emphasized. Restriction(s): CSD graduate students and CSD five-year seniors Prerequisite(s): A statistics course such as HSC 217 or equivalent or permission of instructor

COSD 520 Dysphagia: Diagnosis and Treatment of Swallowing Disorders

This 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 and modified oral feeding are discussed. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 521 Advanced School Practicum in Speech-Language Pathology
Candidates for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 engage in an advance school practicum experience in public or private schools in the greater Philadelphia area under the supervision of a school-based ASHA certified speech-language pathologist 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 academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations 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 assessment and intervention in areas including speech, language, voice and fluency for children who may range in grade from preschool through high school. Restriction(s): CSD graduate students Prerequisite(s): COSD 516 and permission of the Graduate Program Director

COSD 526 Alternative and Augmentative Communication

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. Restriction(s): CSD graduate students Prerequisite(s): COSD 516

COSD 527 Motor Speech Disorders

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. Restriction(s): CSD graduate students

COSD 528 Counseling Seminar in Communication Disorders

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis. Restriction(s): CSD graduate students

COSD 530 Special Topics in Communication Disorders

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits. Restriction(s): CSD graduate students Prerequisite(s): Permission of instructor

COSD 537 Geriatric Communication Disorders

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies. Restriction(s): CSD graduate students

COSD 614 Clinical Diagnostics in Speech-Language Pathology

This course provides advanced knowledge and skills in assessment principles, process, and applied practice. Through a case-based approach, students apply content knowledge to clinical cases in order to improve decision-making across assessments of speech sounds, language, voice, fluency, swallowing, and neurologically-based disorders. Students interact with actual and virtual clients and professionals to measure, analyze, and integrate information for diagnosis and clinical reporting. Clinical decision-making skills and rationale for test selection, administration, diagnosis, interpretation, and recommendations are considered. Restriction(s): CSD graduate students

COSD 616 Advanced Clinical Practicum and Case Study (repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of COSD 516 necessary to fulfill ASHA Clinical Practicum Requirements. Students enrolled in this course will complete requirements in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting treating patients/clients 18 years or older. Students are supervised by 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. Students meet with the University Clinical Instructor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Restriction(s): CSD graduate students Prerequisite(s): COSD 516

COSD 617 Advanced Pediatric Aural Habilitation for Speech-Language Pathologists

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 education 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. Restriction(s): CSD graduate students Prerequisite(s): COSD 502 or permission of instructor.

COSD 618 Communication and Autism Spectrum Disorders

This course provides an overview of autism spectrum disorders and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of autism spectrum disorders. Professional issues relating to assessment and treatment of children on the autism spectrum are discussed along with appropriate evaluation protocols, behavioral strategies, and treatment methodologies including augmentative-alternative communication (AAC) to promote social-communication. Appropriate materials and practical supports to enhance communication are discussed. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 619 Medical Speech-Language Pathology

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. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 513 and COSD 520 or permission of instructor.

COSD 620 Pediatric Dysphagia

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia. Restriction(s): CSD Graduate Student Prerequisite(s): COSD 520 or permission of the instructor.

COSD 622 Applied Instrumentation in Speech-Language Pathology

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 comprehend 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. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 520 or permission of the instructor.

COSD 635 Integrative Capstone in Communication Disorders

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. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521 and permission of Program Director

COSD 640 Thesis Research in Communication Disorders

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. Students may re-register for this course until completion of thesis. Restriction(s): CSD Graduate Students. Permission of faculty member and program director. Prerequisite(s): COSD 518

COSD 670 Management of Cognitive-Communication Disorders

This course is designed to provide students with a comprehensive understanding of the cognitive-communication disorders associated with traumatic brain injury (TBI), right hemisphere brain damage (RHBD), and dementia. Students will learn clinical methods for differential diagnosis and treatment of these disorders. Topics to be covered include: neuropathology of TBI, RHBD, and dementia; Variables of recovery pertaining to TBI, RHBD, dementia; Assessment and treatment of individuals with TBI, RHBD, dementia; Patient and family education pertaining to TBI, RHD, and dementia. Restriction(s): CSD graduate students

Faculty

Ryan S. Husak, Ph.D., CCC-SLP, Assistant Professor, Chair

Dana Bitetti, Ph.D., CCC-SLP, Associate Professor, Graduate Program Director

Evelyn R. Klein, Ph.D., CCC-SLP, Professor

Cesar Ruiz, SLP.D., CCC-SLP, Professor

James M. Mancinelli, Ph.D., CCC-SLP, Assistant Professor

Maureen Costello-Yacono, Ph.D., CCC-SLP, Assistant Professor and Director of Clinical Education

Amanda Santarlas, M.B.A., M.S., CCC-SLP, BCS-S, Clinic Director

Program Contact Information

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Strategic Communication, M.A.

Program Description

The Master of Arts in Strategic Communication is a 33-credit program for people who wish to improve their communication skills and understanding of communication issues and practices within business and professional organizations. It is designed to be broad in scope but provides sufficient depth for students to explore issues that meet their interests or needs.

Students may elect to complete the M.A. program in one of two ways. First, students in the One-Year M.A. program complete their degree within 12 months. Students in the One-Year program may take courses during the day and evening. Second, the part-time program allows working adults to take classes during the evenings and weekends, progressing through the program at a pace of their own choosing.

Mission

Our Program develops skilled communication strategists and competent, professional communicators. Students increase theoretical knowledge, practical skills, and ethical judgement to enhance their professional development.

Program Goals

- Recognize and articulate the communication principles and processes involved in creating and sustaining meaning
- Recognize, articulate, and demonstrate the influence and power of messages
- Demonstrate effective communication, in both written and spoken form.
- Apply theoretical, conceptual, and skills-based course knowledge to experiential learning environment(s) and/or professional situations
- Communicate strategically

Program Specific Information

Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. International students must achieve a minimum TOEFL score: CBT 230/ PBT 575/IBT 88.

Degree or Certificate Earned

M.A.

Required for Program Completion

- Courses
 - 11
- Credits
 - 33
- GPA
 - 3.0

Student Learning Outcomes

1. Adapt to the ways diverse perspectives affect communication.
2. Construct messages to achieve strategic communication goals.
3. Diagnose professional communication challenges and provide informed recommendations.

4. Use reflective techniques to inform the development of communication skills.

Academic Requirements

One-Year Program

The One-Year Master of Arts in Strategic Communication is a 33-credit program intended to be completed within 12 months. Students may be required to continue their studies beyond one year if they withdraw from a course or if their grades require courses to be repeated. Students complete the program in a cohort, and there will be limited choices in electives.

Code	Title	Credits
Core		
COM 602	Effective Presentations	3
COM 604	Strategic Communication Research	3
COM 612	Internal Communication	3
COM 615	Persuasion	3
COM 620	Strategic Communication Capstone	3
COM 641	Social Media	3
External Communication Requirement		
Select one of the following: ¹		3
COM 606	Integrated Marketing Communication	
COM 613	Strategic Public Relations	
COM 619	Communication Campaigns	
Writing Requirement		
Select one of the following: ^{1,2}		3
COM 603	Proposal Writing	
COM 623	Public Relations Writing	
Possible Electives		
Select three of the following:		9
COM 608	Diversity and Inclusion	
COM 610	Leadership Communication	
COM 614	Conflict Resolution, Negotiation, and Mediation	
COM 616	Group Decision-Making and Problem-Solving	
COM 621	Training and Development	
COM 630	Topics in Professional Development	
COM 631	Topics in Professional Development	
COM 632	Topics in Professional Development	
COM 633	Topics in Professional Development	
COM 634	Topics in Professional Development	
COM 635	Topics in Professional Development	
COM 640	Professional Media Development	
COM 661	Graduate Internship I	
	or COM 662 Graduate Internship II	
COM 670	Special Topics	
Total Credits		33

1

Note, students may take additional courses from the two "choose 1" required courses and those courses would count as an elective.

2

Note: alternative writing courses may be taken by permission of the Graduate Director.

Part-Time Program

The part-time Master of Arts in Strategic Communication is a 33-credit program requiring all degree recipients to complete the following course:

- The core (8 courses, 24 credits)
- The completion of 9 credits toward electives

Course Sequence

Students enrolled in the one-year M.A. program (this includes BA/MA) in Strategic Communication complete coursework as follows:

- Four 3-credit courses during the fall semester
- One 3-credit course during the winter intersession
- Four 3-credit courses during the spring semester
- Two 3-credit courses during the summer session(s)

Course Descriptions

Communication

COM 570 Special Topics

COM 574 Intro To Grad Res & Wrtnng

COM 600 Applied Communication Theory

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

COM 601 Professional Communication Ethics

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal, group, professional, and mediated contexts.

COM 602 Effective Presentations

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 Proposal Writing

This is an advanced writing course designed to show participants how to write documents commonly used to acquire investments, donations and other types of funding for non-profit and for-profit organizations. This course focuses particularly on developing the skills needed for writing proposals for grants, including interpreting a RFP, identifying and gathering content and information from multiple sources, creating a budget, and developing narratives that are competitive and compelling.

COM 604 Strategic Communication Research

This course focuses on the essential knowledge and skills needed to engage in data-based strategic decision making in communication professions. The course focuses on the role of research in setting and achieving goals, understanding research concepts, as well as the skills needed to conduct surveys, interviews, and focus groups. The course addresses how to translate and report research.

COM 605 Practicum

COM 606 Integrated Marketing Communication

This course examines the ways in which various external communication elements (advertising, public relations, and marketing) can be coordinated in order to achieve organizational goals. As part of the course, students will learn how to leverage various techniques, including social media, event marketing, media relations, and publicity to effectively promote a business or organization.

COM 608 Diversity and Inclusion

This course focuses on understanding and appreciating diverse perspectives and backgrounds of those in the workplace and increasing inclusive communication practices. The course uses self-reflection as a tool for understanding one's own perspectives and communication as they relate to diverse workforces and teaches students how to identify and engage in more inclusive professional communication.

COM 610 Leadership Communication

This course examines the role of communication in realizing effective leadership. Through exploration of leadership perspectives and communication principles, students will learn to recognize and analyze effective versus ineffective strategies, while considering situational factors such as context and audiences. Additionally, students will engage in several personal and peer skill assessments with an eye toward development and growth as effective leaders.

COM 611 Communication Technologies

COM 612 Internal Communication

This course focuses on the strategic function of internal communications, with a specific focus on organizational climate and culture, change communication, and employee engagement.

COM 613 Strategic Public Relations

This course focuses on the strategic function of public relations, which includes an analysis of the public relations situation, organization and its key publics; establishment of goals and measurable objectives; formulation of appropriate action and response strategies; development of the message strategy; selection of communication tactics together with their budgets and timelines; and evaluation of the plan.

COM 614 Conflict Resolution, Negotiation, and Mediation

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

The ability to win support for ideas and motivate others to action is an essential skill for communication professionals and managers. This course will explore the persuasion process in public, organizational, and interpersonal settings. Students will develop practical skills in message design and other techniques to become ethical persuaders.

COM 616 Group Decision-Making and Problem-Solving

This course focuses on the development and processes of effective groups and teams. Students will work in groups to learn how to utilize decision making strategies in order to solve problems. They will develop practical skills in leading a group and working virtually.

COM 619 Communication Campaigns

In this course, students will be introduced to the strategic process of planning, producing, implementing, and evaluating campaigns for internal and external audiences. Students will examine the approaches used to develop and manage campaigns for diverse publics. Students will also analyze contemporary campaigns for their effectiveness and societal implications.

COM 620 Strategic Communication Capstone

This course prepares students for the role of communication expert for strategic communication management. Students will learn to diagnose communication challenges and propose solutions to address those challenges, synthesizing the knowledge and skills developed throughout the graduate program.

COM 621 Training and Development

Developing organizational members and leaders is vital to advancing today's organization, and training provides a key means for fostering these professional skills. In this course, students gain both theoretical and practical foundations of training and development. Students will learn how to identify communication needs in an organization, and then to design, deliver, and assess employee learning through training and development initiatives.

COM 623 Public Relations Writing

This course involves strategies and practices for writing, media planning, and digital content creation with a focus on owned and earned media. The emphasis is on producing narrative content that achieves integrated marketing communication goals.

COM 625 Practicum Proposal

This course is designed to prepare the student for the practicum experience. Students learn about the process of developing and carrying out the practicum, and they gain an understanding of standards and expectations that students need to meet to be successful in the practicum. Specifically, students will be challenged to identify real-world professional communication problems, and to develop a proposal for how to study that problem. At the conclusion of the course students will have a fully-developed proposal for their practicum project. NOTE: Students must receive a B in this course before they are permitted to enroll in COM 626.

COM 626 Practicum**COM 627 Practicum II****COM 630 Topics in Professional Development**

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

COM 631 Topics in Professional Development

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

COM 632 Topics in Professional Development

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

COM 633 Topics in Professional Development

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

COM 634 Topics in Professional Development

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

COM 635 Topics in Professional Development

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

COM 636 Topics in Professional Dev**COM 637 Fundraising & Development****COM 640 Professional Media Development**

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement this pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Students will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

COM 641 Social Media

The course will explore the new media landscape in terms of online expression, social networking, identity management, and community building. Central questions include: How is social media changing the way people work and live? What are the implications for individuals and for the organizations they work with? What opportunities and challenges do individuals, news organizations, and businesses face regarding communication, identity/brand management, and community building? This course is grounded in practice, and students will be required to participate in social networks, forums, blogs, wikis, micro-blogs, and other emerging forms of social media.

COM 646 Collaboration Technologies

COM 650 User-Interface Tech

COM 661 Graduate Internship I

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. To be permitted to enroll in the internship, students must: 1. Be an M.A. student in Strategic Communication; 2. Have at least a 3.0 G.P.A.; 3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing); 4. Have permission of the graduate director; 5. Students may NOT take internship credit with an organization for whom the student works full-time.

COM 662 Graduate Internship II

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. This course may be combined with Com 661 to create 3 credits during a single semester, or it may be taken as a second internship during a subsequent semester. To be permitted to enroll in the internship, students must: 1. Be an M.A. student in Strategic Communication; 2. Have at least a 3.0 G.P.A.; 3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing); 4. Have permission of the graduate director. 5. Students may NOT take internship credit with an organization for whom the student works full-time.

COM 670 Special Topics

COM 671 Special Topics

COM 672 Special Topics

COM 673 Special Topics

COM 674 Special Topics

COM 675 Special Topics

COM 676 Special Topics

COM 677 Special Topics

COM 679 Special Topics

Faculty

Director: Katie Dunleavy, Ph.D.

Professors: Dainton

Associate Professors: Daily, Dunleavy, M. Smith, Texter, Zelley

Assistant Professors: Lashley

Program Contact Information

Strategic Communication

Communication Center

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Staff Contact Information

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Director

Communication Center

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Translation and Interpretation, M.A.

Program Description

The curriculum for this program is designed to address three (3) of the principal environments where translation and interpretation (English-Spanish and Spanish-English) are currently needed and will be more intensely needed in the future; that is, legal, health-care and business environments. In addition, governing translation/interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 12 courses (three credits each) to be taken in a predetermined fashion. Therefore, a total of 36 credits are required to complete the M.A. in Translation and Interpretation.

Mission

The Masters in Translation and Interpretation will establish a new standard for translators and interpreters in this geographic area and the nation by training individuals for multi-competency employment so as to aid/keep pace with the need for multilingual capabilities in the marketplace. The program seeks to educate the public on the importance of training and employing professional translators and interpreters.

Program Goals

- Acquaint participants with the relatively new concept of translation and interpretation studies by reading informed criticism in the theoretical field, thereby contextualizing the disciplines in general terms.
- Educate individuals for multi-competency employment.
- Participants will develop awareness of current issues in translation and interpretation studies and practice, and of the importance of professionalizing these occupations.
- Provide a foundation in the standards of ethics and practice in the profession of translation and interpretation.
- Offer credits representing academic achievement in a field that is currently seeking professionalization.
- Keep pace with the need for linguistic specialists in the Philadelphia region and the nation.

Program Specific Information

As part of the program requirements, the student will complete the following:

- A 60-hour internship with the state courts, a health-care institution, or a translation or interpretation company
- A final portfolio of work on the application of particular techniques to translating as well as interpreting, and the analysis of particular issues related to the translation/interpretation field

Degree or Certificate Earned

M.A.

Required for Program Completion

- Courses
 - 12
- Credits
 - 36

- GPA
 - 3.0

Student Learning Outcomes

At the conclusion of this program, the students will be able to:

- Develop and demonstrate the same level of proficiency as educated native speakers of Spanish and English and transfer messages from one language to another accurately and fluently.
- Recognize and apply the standards of court, health-care, or conference interpreters, as established by nationally recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.
- Provide training in order to allow students to perform to the standards of court, healthcare, or conference interpreters as established by nationally recognized associations in those fields.
- Apply what has been learned in the classroom to real-life working environments through guest speakers, on-site visits, in-class simulations, and the internship experience.
- Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.
- Develop and enhance their linguistic competence and cultural awareness.

Academic Requirements

A minimum of thirty-six (36) credits is required for the degree. All courses are three (3) credits each.

Course Sequence

The recommended course sequence is as follows:

Course	Title	Credits
First Year		
First Semester		
BLS 610	Comparative Analysis English/Spanish	3
BLS 617	Technology: Applications in Translation and Interpretation	3
Credits		6
Second Semester		
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 641	Professional Uses of Spanish: Medical	3
Credits		6
Third Semester		
BLS 614	Legal Interpretation	3
BLS 642	Professional Uses of Spanish: Business	3
Credits		6
Second Year		
First Semester		
BLS 615	Health-Care Interpretation	3
BLS 643	Professional Uses of Spanish: Legal	3
Credits		6
Second Semester		
BLS 616	Business Interpretation	3
BLS 703	Internship and Portfolio	3
Credits		6
Third Semester		
BLS Elective		3

BLS Elective	3
Credits	6
Total Credits	36

Courses

Code	Title	Credits
BLS 610	Comparative Analysis English/Spanish	3
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 614	Legal Interpretation	3
BLS 615	Health-Care Interpretation	3
BLS 616	Business Interpretation	3
BLS 617	Technology: Applications in Translation and Interpretation	3
BLS 641	Professional Uses of Spanish: Medical	3
BLS 642	Professional Uses of Spanish: Business	3
BLS 643	Professional Uses of Spanish: Legal	3
BLS 703	Internship and Portfolio	3

Course Descriptions

Bilingual/Bicultural Studies

BLS 500 Urban Spanish I

These five (5) courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level.

BLS 501 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 502 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 503 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 504 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 505 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 506 Puerto Rico: Lang & Cult II

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

BLS 508 Workshops and Symposia

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

BLS 511 Language and Culture of Puerto Rico I

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 (Summer I Session)

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

BLS 520 Field Experience in the Latino Community

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

BLS 570 Special Topics**BLS 571 Conflict of Cultures****BLS 574 Intro To Grad Res & Wrtnng****BLS 575 Special Topics****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.

BLS 601 Techniques of Teaching English to Speakers of Other Languages

The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

BLS 602 History of Spain and the Americas

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis is placed on such topics as Puerto Rico's special relationship with the United States, Latino populations (e.g., Cuban, Dominican, Mexican, and Central American) in the United States, and the historical relationship between Latino and Anglo communities.

BLS 603 Literature of Spanish America

This course is designed to familiarize the student with Spanish American culture and literature as seen through major literary works. Students read novels, short stories, essays, and poetry from the pre-Columbian period to the 21st century. A cultural, sociological, and literary approach is emphasized in order to explore Spanish America's diverse societies.

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

Focusing on the ethnicity, language, and cultural and social stratification of minorities, with an emphasis on that of Latinos, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605 Curriculum and Development of Bilingual Programs

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 objective of this course is to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, and "learning to learn" methods. The curriculum includes an analysis of academic language in content and texts and provides for a discussion of metacognitive processes and strategies that may be used in the classroom. Additionally, the role of learning styles and multiple intelligences is examined together with the rationale for and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

BLS 607 Art and Culture of Spanish America

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 608 Research Methods in TESOL

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public schoolbased) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

BLS 609 Language Study for Educators

This course serves as a practical foundation in linguistics and its subbranches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds, and moves gradually through to morphology, syntax, semantics, and pragmatics, and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

BLS 610 Comparative Analysis English/Spanish

This course studies the comparative/contrastive grammar in the English-Spanish language pair. The course includes intensive practice in reading comprehension, "skim, scan, main idea, key words", sequence of events, usage, error detection, synonyms, and most common translation problems in terms of grammar, vocabulary, idioms, and slang. Registers of speech are also explored.

BLS 611 Fundamentals of Interpretation

This course introduces the basic skills of interpretation: public speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students learn terminology research and professional skills: general business practices and ethics. Practicum emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

BLS 612 Consecutive Interpretation and Sight Translation

This course builds on the practical and theoretical foundation laid in BLS 611, 'Fundamentals of Interpretation'. In consecutive interpreting, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. The course reinforces the ability to perceive essential meaning and introduces note-taking techniques. It emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Note taking and sight translation are introduced in the latter part of the course. Prerequisite(s): BLS 611

BLS 613 Simultaneous Interpretation

In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style.

BLS 614 Legal Interpretation

This course further develops the skills in consecutive interpretation with note taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses and produce interpretations that would be of acceptable quality in a professional setting. Students are introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom strives to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students refine their note-taking skills, and special attention is given to develop stamina and maintain concentration while under stress in the courtroom. Assessment takes into account both accuracy and fluency in delivery.

BLS 615 Health-Care Interpretation

This course provides information on the health-care system in the United States, medical terminology, code of ethics for medical interpreters, and use of interpreters in health-care situations. In consecutive interpreting, students continue to enhance their memory and note-taking skills. They work on detecting and correcting problems from the listening stage to the delivery stage. In simultaneous interpreting, students work on polishing their delivery and language register. In sight translation, students become familiar with the different forms used in hospitals and health-care centers. Peer-assessment and self-assessment are encouraged in order to bring awareness of the importance of self-monitoring in interpreting. Furthermore, this course discusses current issues in health-care interpreting and provides information for further development in the profession.

BLS 616 Business Interpretation

This course introduces simultaneous interpreting with text, so that students learn to use visual or written materials appropriately to enhance their accuracy and completeness when interpreting. Conference interpreting is practiced in class, with students carrying on research and preparation for "conferences," including compilations of glossaries and topic research. A code of ethics for conference interpreters is discussed, as well as booth etiquette. In consecutive interpreting, students continue to develop their note taking skills and interpret longer utterances without interruption. Speech production aspects such as voice, fluency, and pacing are assessed as well. Material for practice comes from diverse business areas such as banking, finance, world economic issues, and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade peer exercises, and provide self-assessment. The purpose of these assignments is to develop confidence and assertiveness in students and resources for them so they are able to deal with nuances of meaning and accuracy in interpretation while delivering the interpretation smoothly and naturally in their target language.

BLS 617 Technology: Applications in Translation and Interpretation

This course analyzes current tools to enhance and speed the translation process. These tools include word processors as well as CAT (computer-assisted translation), voice-recognition, and proofreading tools. The course explores and discusses their practical applications and features in terms of pricing, productivity, user-friendliness, quality output, and compatibility with other tools. The course examines simultaneous interpretation and video and telephonic interpreting in terms of both the software and hardware available to perform these types of interpreting and the job opportunities for interpreters in these growing areas. The course also introduces students to new fields in which translation and interpretation skills are being applied, such as subtitling, web and software localization, and voice-over, along with the tools needed to work in these fields. Students will become familiar with tools and resources to aid them in launching a translation and interpretation business and in keeping current with new advances in the industry.

BLS 620 Independent Study

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

BLS 630 Special Topics**BLS 631 Special Topics****BLS 632 Special Topics****BLS 633 Special Topics****BLS 634 Special Topics****BLS 635 Myths and Legends in Caribbean and Latin American Literature****BLS 637 Special Topics****BLS 639 Advanced Spanish Grammar and Syntax**

This course is designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. It includes intensive oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world. (*In Spanish*)

BLS 640 Translation Studies: Theory and Practice

The first stage of this course is theoretical. Examining statements on the art of translation acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems heightens awareness of the challenges of working interculturally and independently. Reading essays on the process of translation helps students understand what the field of translation studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories helps students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage. The second stage of this course is practical. Newspaper articles are examined as examples of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type complement the individual work done outside of class.

BLS 641 Professional Uses of Spanish: Medical

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 both covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes sequential logic in note taking and accurate terminology in delivery.

BLS 643 Professional Uses of Spanish: Legal

A series of legal documents are analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding. Deeds, lease agreements, liens, living wills, and powers of attorney, all commonly used documents in the U.S. today, are translated. Students learn how to communicate efficiently with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony (for example, letters or statements from clients), students practice basic skills of court translation. Attention is given to registers of speech (slang, police jargon, legal terms, or norms for courtroom testimony). Typical sessions of client counseling and contract negotiations are simulated in teams for classroom practice.

BLS 651 Master's Project/Thesis

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

BLS 670 Special Topics

BLS 671 Urban Economics

BLS 673 Caribbean Literature

BLS 674 Special Topics

BLS 675 Con Soc Sci Research In PR

BLS 676 Cuban Literature

BLS 677 Cont Caribbean Fiction

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 poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. (*In Spanish*)

BLS 701 Internship

Upon the conclusion of all other courses in the program, each student is required to complete an internship in one of the following venues: (1) the state courts in Pennsylvania or New Jersey, as openings are available; (2) a health-care institution such as Einstein Hospital or the Shriners Hospital; (3) an international business where translation and/or interpretation is required of the intern; or (4) a translation and interpretation company providing such services to the public, corporations, courts, or health-care organizations. The student has the ability to establish his/her preference. However, the preference voiced is subject to the availability of intern openings at the time. Each student is assigned a faculty supervisor who monitors the kind of translation/interpretation being conducted by the student and determines if it is appropriate to the development of skills needed for the student. Equally, the faculty member is in a position to assess whether the student is putting into practice the skills and theories learned during his/her coursework. The internship last an entire semester, and a minimum of 100 hours of actual service is required. Service is defined as translation/interpretation time, exclusive of any other associated duties.

BLS 702 Master's Thesis/Project

This is a supervised, individual thesis/project that must be related to the field of translation and/or interpretation. It requires a quality research paper that could explore the linguistic, sociolinguistic, communication dynamics, applications of learned theories, and other matter related to the investigation of translation and interpretation in a general sense or, more particularly, in a specialized linguistic field in legal, business and health-care translation/interpretation. The project is the required capstone experience of all graduate students in the M.A. in Translation/ Interpretation program. All students are assigned a faculty adviser to direct his/her thesis/project.

BLS 703 Internship and Portfolio

This course is required for the completion of the MA in Translation and Interpretation English/Spanish. The candidate will conduct a supervised internship of 60 hours and prepare a final on-line portfolio. The project may focus on the application of particular techniques of translating as well as interpreting, and on the analysis of particular issues related to the translation/interpretation fields.

BLS 751 TESOL Master Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program. Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TESOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB. A Project/Thesis Manual is available to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via e-mail at montesin@lasalle.edu, by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141. Students may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at lamas@lasalle.edu or by phone at 215.951.1209.

Faculty

Director: Gomez

Full Professor: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerra-Hasbun, Fischetti, Leahy, Natalini, Tellez, Vergara-Mery

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Certificates, Endorsements, and Preparatory Programs

Certificates

- Business Systems and Analytics, Certificate (p. 194)
- Cybersecurity Policy, Certificate (p. 199)
- Data Science, Certificate (p. 200)
- Fraud and Forensic Accounting, Certificate (p. 201)
- Full Stack Engineering, Certificate (p. 202)
- Interpretation: English/Spanish-Spanish/English, Certificate (p. 203)
- IT and Cybersecurity Policy, Certificate (p. 204)
- Strategic Communication, Certificate (p. 209)
- Translation: English/Spanish-Spanish/English, Certificate (p. 210)

Endorsements

- Autism Spectrum Disorders, Endorsement (p. 188)
- Instructional Coach, Endorsement (p. 203)

Other

- Freedoms Foundation/Graduate History Courses (p. 202)
- Pre Speech-Language Pathology (p. 208)
- Special Education, Certification (p. 209)

Post-Master's

- Nursing, Certificates (p. 205)

Post-Baccalaureate

- Post-Baccalaureate Premedical, Certificate (p. 207)
- Wound, Ostomy and Continence Nursing, Certificates (p. 212)

Autism Spectrum Disorders, Endorsement

Program Description

This is a unique 12-credit program for certified teachers who are interested in learning and gaining additional experience in autism spectrum disorders. It provides them with multi-disciplinary perspectives and approaches to working with children with ASD and their families. Master’s degree candidates interested in specializing in autism can apply these courses as electives to the program. Students may also choose to complete the endorsement coursework as post-baccalaureate credits, Act 48, or professional development.

The Autism Concentration program is one component of a university-wide initiative to bring attention to the need for coordinated sharing of knowledge, perspectives and advances in the support and education of individuals with autism and their families. As a center for educational, health, psychological, and social service studies in this area, La Salle is prepared to help address the many aspects of life touched by autism. Collaborating with other interested groups beyond the university community, La Salle hopes to provide an incubator for the development of advanced skills and accelerated sharing of emerging best practices in school and home for supporting these children and optimizing their human potential.

The Pennsylvania Department of Education defines program endorsements as certifications in new or emerging areas of knowledge where formal certification does not exist. The Program Endorsement is intended to improve a teacher’s skills in dealing with complex classroom settings. These endorsements are added to existing Level I or Level II Certificates.

In addition to the standard admission requirements for Graduate Education, applicants should hold a valid teaching certificate or provide evidence of a completed certification program, including passing scores on all PRAXIS exams.

Students can earn either a Master of Arts in Education with a Concentration in Autism Spectrum Disorders (30 credits) or a Program Endorsement Certification only in Autism Spectrum Disorders (12 credits).

Degree or Certificate Earned

PA Department Of Education Endorsement – Autism Spectrum Disorders

Required for Program Completion

- Credits
 - 12

Course Sequence

Eight-Week Sessions

Course	Title	Credits
First Year		
First Semester		
EDC 655	Dimensions of Autism	3
		Credits
		3
Second Semester		
EDC 665	Communication Strategies for Teachers of Students Spanning the Special Needs Spectrum	3
		Credits
		3
Second Year		
First Semester		
EDC 657	Systems Approach With Families and Educators	3
		Credits
		3
Second Semester		
EDC 667	Implementing the IEP in the Inclusive Classroom	3
		Credits
		3
		Total Credits
		12

Course Descriptions

Education

EDC 501 Cog Dev For Tchrs

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

EDC 502 Soc-Emot Dev Tchrs

This course is designed to further the educator’s knowledge and understanding of the developmental concepts that are essential to sound educational practice. The course explores the areas of social, emotional, and moral development in the context of family and community systems as well as the socializing agents in culture and society that influence these three areas, and the significance of these areas to the classroom teacher. It examines how teachers can use their knowledge of these areas of development and the influence of popular culture on development to make the learning environment more responsive to their students’ needs.

EDC 503 Cognitive, Social, and Emotional Development

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

EDC 504 Needs of Diverse Students

This course prepares educators to differentiate instruction including the gifted, at risk, ESL, and students with Individual Education Plans. The course will explore proven effective models emphasizing the varied inclusion approaches. Under discussion will be the social, emotional, cognitive and academic benefits and challenges from the educators, students and parents perspectives. The total profile of a student in an inclusionary setting requires examination of variations in beliefs, cultural background and individual strengths and needs. Students will be able to apply PDE Special Education Standards to better acquaint themselves with the development and ongoing implementation of evidence-based methods. Prerequisites: EDC 501 or EDC 502 or permission of the graduate director

EDC 505 Introduction to Instructional Leadership I

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision making using Excel and other data-based programs, data analysis, supervision, and professional development. Opportunities to shadow and observe practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum. Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values-based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills, and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 613 or equivalent

EDC 505A Instructional Leadership PT II**EDC 506 IntroInstruction Leadership II****EDC 507 Breaking Ranks****EDC 510 Human Exceptionalities**

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

EDC 512 Introduction to the Middle School

This course is designed to provide students with an overview of the historical, social, and cultural influences in the development of the middle school concept. It investigates organizational structure, alternative patterns of school and class organization, team planning, and collaboration techniques. This course focuses exclusively on middle-level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of adolescent issues requiring specific educational approaches.

EDC 520 Writing Instruction for Literacy Educators

In this course, students will read and analyze books and articles written about the pedagogy of writing instruction to give the foundation necessary to create an authentic writing environment in their classrooms- where all of the students will view themselves as writers. The students will create teaching goals and will present what they learn through a variety of assignments culminating with the creation and implementation of a unit to reflect their growth.

EDC 522 Safe Schls Hlthy Kids**EDC 523 The Leadership Academy****EDC 541 Tchng Elem Sci w/ Tech****EDC 542 Teach Algebra with Tech****EDC 545 Teach Elem Math with Tech****EDC 546 Teach Mid-Sch Mth w/ Tech****EDC 547 Teach Science with Tech****EDC 548 Dealing With Data****EDC 549 Connecting Math & Science****EDC 555 Introduction of Early Childhood Methods**

This course provides an overview of historical and current early childhood education models as well as curriculum, classroom management, and assessment considerations based on developmental theories of young children in Prek-4th grades. A special emphasis is placed on holistic curricula integrating literacy, mathematics, science, social studies, art, music, and movement into early childhood classrooms and including the family and community into the overall design. Understanding how to develop a classroom environment that embraces is emphasized. Prerequisite(s): EDC 503

EDC 560 Teach Interactive Math I

EDC 561 Teach Interactive Math II

EDC 562 Teach Interactive Mth III

EDC 563 Teach Interactive Math IV

EDC 564 Teach Core-Plus Math I

EDC 565 Teach Core-Plus Math II

EDC 566 Teach Core-Plus Math III

EDC 567 Teach Core-Plus Math IV

EDC 568 Math-in-Context I

EDC 569 Math-in-Context II

EDC 570 Special Topics

EDC 571 Special Topics

EDC 574 Intro To Grad Res & Wrtnng

EDC 580 Math-in-Context III

EDC 581 Connected Math I

EDC 582 Connected Math II

EDC 583 Connected Math III

EDC 584 Graphing Calculators

EDC 585 Geometer's Sketchpad

EDC 595 Topics in Math

EDC 601 Foundations Of Educ

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

EDC 602 The Teacher and Technology

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development. Prerequisite(s): EDC 503

EDC 603 Curric & Developmt

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

EDC 604 Foundations of Schooling

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy- making perspective skills. It stresses the knowledge, skills and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 503, EDC 510, EDC 613

EDC 612 Geography for Teachers

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

EDC 613 The Role of the Developmentally Oriented Teacher

This course enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning, and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaches both in the laboratory and the classroom. Prerequisite(s): EDC 503

EDC 615 Advanced Instructional Design

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

Prerequisite(s): EDC 505

EDC 616 Play, Learning, and Education

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

EDC 617 Reading in the Content Areas for Secondary Educators

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. Prerequisite(s): EDC 503

EDC 618 Reading and Writing in the Elementary-Special Education Classroom

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. Prerequisite(s): EDC 503

EDC 619 Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction. Prerequisite(s): EDC 617 or EDC 618; or enrolled in Special Education certification program

EDC 620 Literacy Difficulties

This course prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts. Prerequisites: EDC 617 or 618.

EDC 624 Images of Schooling and Childhood in Literature, Painting, and Film

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 637 Systems Investigations**EDC 640 Lit across the Curriculum**

This course presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature to recognize notable authors and illustrators and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered. Prerequisites: EDC 617 or 618.

EDC 641 Teaching Science as Integrated Inquiry

This course focuses on how to develop student understanding of scientific knowledge and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It also addresses science education standards, issues, research, and application. Throughout the semester, students are provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science. Prerequisite(s): EDC 503

EDC 642 Development of Mathematical Thought

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates. Prerequisite(s): EDC 503

EDC 643 Developing and Adjusting Instruction

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings. Prerequisite(s): EDC 503, EDC 510

EDC 644 Assessing the Abilities of all Learners

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student. Prerequisite(s): EDC 510 or permission

EDC 645 Planning and Instruction for Students with Special Needs

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services. Prerequisite(s): EDC 643

EDC 646 Adj Inst:Mod\Sev Handicap**EDC 647 Developing and Adjusting Instruction for Secondary Learners**

This course applies a developmental perspective to the design and implementation of secondary-level instruction. Prerequisite(s): EDC 503 or permission

EDC 648 Secondary Education Summer Practicum

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(s): EDC 503, EDC 647 or permission

EDC 649 The Literacy Coach

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time." Prerequisites: EDC 617 and 618

EDC 650 Language Assessment and Special Education of ESL Learners

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments. Prerequisite(s): BLS 600 and BLS 601

EDC 651 The Literacy Internship

The literacy internship is the capstone experience for the program. Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their coursework to their work with students who are struggling readers. Students will be expected to conduct literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment. An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy-intensive positions. The director of the Graduate Programs in Education must approve this option. Prerequisites: EDC 617 or 618, 620, and 640.

EDC 652 Leadership and Educational Change I

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

EDC 653 Leadership and Educational Change II

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes. Prerequisite(s): EDC 505, EDC 615, EDC 652

EDC 655 Dimensions of Autism

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

EDC 657 Systems Approach With Families and Educators

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child. Prerequisite(s): EDC 655

EDC 659 Prac IA EI/Spc Stu Teach**EDC 660 Prac IB EI/Spc Stu Teach****EDC 661 Teaching All Students in Inclusive and Special Education Settings**

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences. Prerequisite(s): EDC 643 and EDC 645 or EDC 647

EDC 662 Elementary and Special Education Student Teaching

Required of all Elementary and Special Education Certification candidates with no teaching experience. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 665 Communication Strategies for Teachers of Students Spanning the Special Needs Spectrum

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech- language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience. Prerequisite(s): EDC 655

EDC 667 Implementing the IEP in the Inclusive Classroom

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed. Prerequisite(s): For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; For the ASD program: EDC 655; EDC 665

EDC 668 Secondary Education Supervised Teaching (S)

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(s): Must be taken as final course in certification sequence.

EDC 669 Elementary and Special Education Supervised Teaching/ Transitional Teaching

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(s): Must be taken as final course in certification sequence.

EDC 670 Special Topics in Education

Permits individual examination of topics of special interest.

Restriction(s): Requires faculty sponsor and permission of the Director.

EDC 671 Special Topics**EDC 672 Special Topics****EDC 673 Seminar in School Law**

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 674 Special Topics**EDC 675 Special Topics****EDC 676 Classroom Mgt/School Disciplin****EDC 677 Comput/Internet For Teachers**

EDC 679 Elementary and Special Education Special Methods of Teaching
Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 680 Secondary Education Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 682 Soc/Education Outcomes

Students will examine the socioeconomic factors that help and hinder educational success and failure. By engaging various texts on educational stratification and social inequality, students will examine how various social locations and structural conditions shape which groups are likely to be educationally mainstreamed and the social factors that result in educational marginalization. The role of social reproduction theory, as an intergenerational arbitrator of academic success and failure, will be examined. Central to this class will be the macro-sociological, political, and economic forces that shape our educational institutions. By the end of the course, our students will have a solid handle on how race, class, gender, sexual orientation, poverty, disability, and educational policy influence educational outcomes.

EDC 684 Class Mgt/School Discipline

Students will explore issues of school and classroom behavior, examine foundational philosophical perspectives, and reflect on one's own developing perspectives about those issues. The underlying philosophy of this class is that we must first manage our own behavior before we can influence our students. The course is intended to place students in the position of being reflective by making connections between personal experiences and theories of human behavior. Students will be provided with specific tools and techniques for managing the behavior of students, but more importantly, they will be encouraged to develop a systematic process for thinking about (a) their own behavior and (b) the behavior of their students.

EDC 689 Secondary Education Student Teaching

Required of all certification candidates not eligible for Supervised Teaching. Prerequisite(s): Must be taken as final course in certification sequence

EDC 695 Action Research/Edc Change

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities. Prerequisites: EDC 617 or 618, 620, 640, and 651

EDC 697 Action Research/Educ Change II

As a continuation of EDC 695: Action Research and Educational Change, students will design, conduct, implement, and analyze data collected from action research proposals begun during the EDC 695 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis. Prerequisites: EDC 695 and 601

EDC 743 Intro/Conceptual Change

EDC 744 Adv/Conceptual Change

EDC 750 Teaching AP Stats

EDC 751 Transformative Pedagogy: A Capstone Experience

This capstone course, for students in any of the Education programs leading to a Master's degree, will focus on critical pedagogy and transformative pedagogies, while providing the structure and guidance for the completion of a capstone project. Students will be able to choose one of three capstone options: (1) publishable quality paper, (2) development of a curriculum, or (3) action research project. The course will be structured so that students will be guided through project proposal, design and completion while engaging in coursework and readings that emphasize transformative pedagogies. A B or higher must be obtained in this course to complete the Master's Degree program.
Prerequisite(s): EDC 501, EDC 502, EDC 504, EDC 604, EDC 613

EDC 753 Studio Art: Adv Plcmt

EDC 755 Art History: Adv Plcmt

EDC 757 Music Theory: Adv Plcmt

EDC 761 Biology: Adv Plcmt

EDC 762 Env Science: Adv Plcmt

EDC 763 Chemistry: Adv Plcmt

EDC 764 Comp Science A/AB: Adv Plcmt

EDC 765 Physics: Adv Plcmt

EDC 766 Stats For Teachers AP

EDC 767 Calculus AB: Adv Plcmt

EDC 768 Calculus BC: Adv Plcmt

EDC 769 Comp Science: Adv Plcmt

EDC 770 Human Geo: Adv Plcmt

EDC 771 Economics: Adv Plcmt

EDC 772 World History: Adv Plcmt

EDC 773 European His: Adv Plcmt

EDC 774 Special Topics

EDC 775 Govt & Pol: US

EDC 776 Govt & Pol: Comparative

EDC 777 Psychology: Adv Plcmt

EDC 779 US History: Adv Plcmt

EDC 781 Eng Lang: Adv Plcmt

EDC 783 English Lit: Adv Plcmt

EDC 784 Calculus A Adv Plcmt

EDC 785 Calculus B Adv Plcmt

EDC 786 Pre-Calculus: Adv Placmt

EDC 791 French Lang: Adv Plcmt

EDC 792 French Lit: Adv Plcmt

EDC 793 German: Adv Plcmt

EDC 794 Italian: Adv Plcmt

EDC 795 Latin: Adv Plcmt

EDC 796 Japanese: Adv Plcmt

EDC 797 Spanish Lang: Adv Plcmt

EDC 798 Spanish Lit: Adv Plcmt

EDC 799 Comp Sci Principles: Adv Plcmt

EDC 870 Special Topics

EDC 871 Special Topics

EDC 872 Special Topics

EDC 873 Special Topics

Business Systems and Analytics, Certificate

Program Description

Business Systems & Analytics (BSA) is the process of transforming data into insights for informed business decision making. Data management,

data visualization, predictive modeling, data mining, forecasting, business application programming and modeling, simulation, and optimization are some of the methodologies used in business analytics to create insights from data. The MS program in BSA is designed to reflect an interdisciplinary play between the business analytics fields of Statistics, Operations Research, and Information Systems; and the functional business fields of Accounting, Finance, and Marketing. The program provides students with a practical and theoretical understanding of the latest business analytics tools and technologies for effective and informed problem-solving and decision-making. The emphasis across required MS courses in BSA is on problem formulation, modeling, solution, visualization, and interpretation, and communication of analytical results, as well as the sound application of analytic frameworks and technologies.

The M.S. program is structured in a Hybrid and Online format which allows working professionals greater flexibility and convenience as they move through the program. Courses are delivered in mix of hybrid and fully online courses.

- The hybrid courses are 50% online and 50% in the classroom. By leveraging the latest teaching and learning technologies, the educational experience reflects the ways in which companies operate today. This new approach creates an effective educational experience for working professionals attending as part time students.
- The fully online courses provide working professionals with greater flexibility and convenience as they move through the program. We have developed a learning experience that leverages the latest teaching and learning technologies to deliver an environment to deepen our students' understanding of business and markets, and improve their decision making skills. With the Lasallian emphasis on the value and impact of personalized interactions among professors and classmates, our students are fully engaged in their education.

Mission

School of Business' Mission

Experiential and engaged learning is at the heart of everything we do. We provide excellence in business education through the integration of current business concepts with diverse experiential learning opportunities. As a Catholic Lasallian university, we are committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored by a foundation which affirms the value of both liberal arts and professional studies, our students are prepared to lead engaged and fulfilling lives marked by a commitment to the common good.

Master of Science in Business Systems and Analytics' Program Mission

The mission of the BSA program is to advance knowledge and promote the use of business analytics and data science for informed and effective problem-solving and decision-making. Through its faculty, curriculum, students, department-sponsored activities, and partnerships with the alumni and business community, the BSA major seeks to provide a value-added experience for students by communicating and demonstrating the importance of and the need for information business analytics and data science knowledge and skills in the workplace.

Program Goals

The goal of the BSA program is to advance student knowledge, skills, and competency in developing business analytics and data science

solutions that can improve productivity and business performance. In today's information age, professionals entering the marketplace require specialized training and education in problem-solving, creative thinking, analytical skills, organizational skills, technology skills, and communication skills. The BSA program and faculty are committed to developing these competencies through educational and extra-curricular activities.

Program Specific Information

Business education has been part of the La Salle curriculum since its founding in 1863. The School of Business, one of three schools in the University, was established in 1955, and its MBA program began in 1976. As a business school in a Catholic, Lasallian University, students are taught fundamental business knowledge and skills within an ethical framework which emphasizes the primacy and value of human dignity.

STEM Designation

The MS program in BSA meets the requirements of what the Department of Homeland Security considers to be a science, technology, engineering, or mathematics (STEM) field of study. International students who graduate from these programs may be eligible to apply for a 24-month OPT extension.

Admission Deadlines

New students will be admitted each Fall and Spring semester. All application documents must be received one week prior to the start of the term. International student applications should be completed at least two months prior to the dates listed above.

- **Application deadline** - the deadline to complete an application for consideration of admission for a particular term is 2 weeks prior to the start of that term.
- **Documentation deadline** - The deadline to submit all corresponding documentation for admission consideration is two Wednesdays prior to the start of that particular term.
- **Registration deadline** - The deadline to register is the Monday prior to the start of the term.

Admission Requirements

The Admission Committee evaluates each applicant's interest, aptitude, professional experience and prior academic success to assess his/her potential for achievement in graduate business studies. The structure of the La Salle MS in Business Analytics program lends itself to those students with or without an undergraduate degree in business.

Before an applicant will be evaluated, he/she must submit the following information:

- Application (Online)
- Official transcripts from all schools attended
- Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE).
- Professional resume

Based on prior academic and/or professional success, the admission requirement to take the GMAT/GRE may be waived or deferred. Please see the section below "Waiver of GMAT or GRE".

All documents should be sent to the following:

Office of Graduate Enrollment
 La Salle University- Box 826
 1900 W. Olney Avenue
 Philadelphia, PA 19141
 215.951.1100/ Fax 215.951.1462
 grad@lasalle.edu

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission; the admission committee's decisions are based on evaluating many factors to determine a student's potential for success in the MS program.

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

Waiver of GMAT or GRE Requirement

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

The GMAT (or GRE) may be waived for an applicants if he/she meets the one of the following:

- Has an undergraduate business degree from an AACSB-accredited University and has
 - An overall GPA of 3.2 or above,
 - An overall GPA of 3.0 or above and 3 years of professional experience, or
 - More than 5 years of professional experience.
- Holds a CFA Charter or CPA license or has passed the CPA or CFA certifying exams
- Earned master's degree or higher from a graduate program accredited program in its discipline.

The GMAT/GRE may be deferred and eventually waived if an applicant has graduated with a 3.0 GPA in any undergraduate discipline and has at least 2 years of business experience. These students are eligible to take up to 12 credits in the program. If the student achieves a B- or better in each course and an overall GPA of 3.3, the GMAT/GRE will be waived.

Degree or Certificate Earned

Certificate in Business Systems & Analytics

Required for Program Completion

- Courses
 - 4 Courses
- Credits
 - 12 Credit Hours
- GPA
 - 3.0

Student Learning Outcomes

Learning Goal 1: To use analytic methods and information systems tools and technologies to drive effective and data-driven solutions to business problems and decisions.

- Learning Outcome 1.1: Students should be able to perform data analysis using various analytical techniques, interpret results to solve business problems and make informed business decisions.
- Learning Outcome 1.2: Students should be able to use data management tools and technologies to improve organizational support of data-driven solutions to business problems and decisions.
- Learning Outcome 1.3: Students should be able to formulate problems and develop data-driven solutions to business problems and decisions using information systems and analytics tools and technologies.
- Learning Outcome 1.4: Students should be able to identify, formulate, and solve optimization problems, and perform sensitivity analysis and simulation to examine alternative scenarios.

Learning Goal 2: To effectively communicate the results of analytic solutions to business problems and decisions.

- Learning Outcome 2.1: Students should be able to effectively convey, through oral and written communication, the results of analytical solutions to business problems and decisions.
- Learning Outcome 2.2: Students should be able to perform exploratory analysis and design effective reports, visualizations, and dashboards.
- Learning Outcome 2.3: Students should be able to apply data visualization best practices.

Learning Goal 3: To use analytics tools and technologies for effective functional business decision making.

- Learning Outcome 3.1: Students should be able to utilize accounting analytics methods and technologies for financial and managerial accounting problem solving and decision making.
- Learning Outcome 3.2: Students should be able to use financial analytics tools and techniques in business decision making.
- Learning Outcome 3.3: Students should be able to apply marketing analytics tools and metrics to investigate the impact of marketing activities and strategies on business productivity.

Tuition and Fees

Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

There are loan programs available for graduate students. Information about financial aid and the application forms may be obtained from Student Financial Services (<https://www.lasalle.edu/financialaid/>), La Salle University, Philadelphia, PA 19141 or by calling 215.951.1070.

M.S. Academic Standing and Graduation Requirements

Every student in La Salle University's M.S. program is required to maintain a cumulative scholastic average of 3.0, which translates to an overall G.P.A. equivalent to a B (a B- average is not sufficient). A student whose academic performance falls below this standard is subject to academic review by the Program Manager, and may be required to withdraw from the program, revise his/her course of study or repeat specific classes.

A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he/she receives written notification of this status, and regardless of the number of credits earned. Students with a G.P.A. below 3.0 should consult with the Program

Manager to ascertain any potential actions to improve academic success within the program.

To graduate from the M.S. in Business Analytics Program at La Salle, a student must have:

- A minimum of a 3.0 G.P.A. overall within the M.S. curriculum, and,
- No more than two grades of “below” a B- in all courses.

Should a student complete all required courses, but fall below a 3.0 cumulative GPA, he/she will not be eligible to graduate.

Academic Requirements

Students must complete 12 credits to complete the Certificate in Business Systems & Analytics at La Salle University.

Business Perspective

The **Business Perspective** course is designed to develop a general understanding and acquire core competencies in business analytics before taking more advanced and technical courses.

Data Perspective

The **Data Perspective** courses are designed to teach students the role of data in business analytics by studying data warehousing, data mining, simulation, and optimization. The students also learn to communicate the practical implications of quantitative analyses effectively through data visualizing and dashboarding.

Systems Perspective

The **Systems Perspective** courses are designed to teach students the problem-solving methodology that employs computer programming and scripting. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills to solve big data problems by designing the solution logic and formal representation of program specifications using selected high-level languages. The students also learn about systems analysis and structured analysis, and design methodology for complex business systems.

Code	Title	Credits
Business Perspective		
MBA 693	Business Analytics for Informed and Effective Decision Making	3
Data Perspective		
BSA 720	Data Warehousing and Data Mining	3
Select one of the following:		3
BSA 730	Optimization and Simulation	
BSA 740	Data Visualization	
Systems Perspective		
Select one of the following:		3
BSA 700	Business Applications Programming	
BSA 710	Systems Analysis and Database Design	
Total Credits		12

Course Sequence

A student’s course sequence and timing will be based upon their desired program completion plans. The certificate can be completed in one year, but can extend to two years if the timing works better for the student.

We offer the courses in 8-week terms, five times per year. The terms begin in August, October, January, March, and May. New students can enroll in the August or January terms.

At the time of admittance, students will work with an advisor to develop an appropriate course sequence.

Course Descriptions

Business Systems & Analytics

BSA 700 Business Applications Programming

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term.

Prerequisite(s): MBA 693

BSA 705 Emerging Bus Sys & Analytics

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

Corequisite: MBA 820 Corequisite: MBA 820

BSA 710 Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database.

Prerequisite(s): MBA 693

BSA 720 Data Warehousing and Data Mining

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

Prerequisite(s): MBA 693

BSA 725 Healthcare Analytics

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations. Prerequisite(s): MBA 693

BSA 730 Optimization and Simulation

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory. Prerequisite(s): MBA 693

BSA 740 Data Visualization

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles. Prerequisite(s): MBA 693

BSA 780 Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 693 and Approval of supervising professor and program director

BSA 790 Special Topics in BSA**Master of Business Administration****MBA 590 Professional Development Seminar**

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

MBA 592 Written Communication Skills for Business

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

MBA 601 Financial Accounting

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

MBA 602 Financial Markets

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

MBA 603 Business Economics for Managers

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined.

Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 690 Creating Customers Through Effective Marketing Management

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

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. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting problems and cases. Prerequisite(s): MBA 601

MBA 692 Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. Prerequisite(s): MBA 601, MBA 602, and Completion of MBA Math (if not waived)

MBA 693 Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics - the use of data to determine the best course of action in the future. Prerequisite(s): Completion of online Math Assessment (if not waived).

MBA 810 Developing Your Leadership Skills

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, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. 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 811 Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

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 can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment. Prerequisite(s): MBA 693

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 from the perspective of investors, creditors and management. Prerequisite(s): All foundation courses, MBA 691, MBA 692

MBA 840 Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders. Prerequisite(s): All required foundation courses

MBA 902 Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Faculty

Department Chair: Madjid Tavana, Ph.D.

Director: Nicole Blair, M.B.A., M.S.

Professors: Jiang, Tavana

Associate Professors: Leaby, Ugras

Assistant Professors: Radetskiy, Varzгани

Emeritus Associate Professors: Kennedy, Szabat

Program Contact Information

M.S. in Business Systems and Analytics

Founders' Hall Room 231

blairn@lasalle.edu

(215) 951-1057

Staff Contact Information

Nicole Blair

Director of PT MBA and MS in Analytics Programs

215.438.6676

blairn@lasalle.edu (blairn@lasalle.edu)

If you have any questions regarding the M.S. in Business Analytics program, please contact: blairn@lasalle.edu or visit our website (<https://online.lasalle.edu/degrees/business/bus-system-analytics-certificate/>).

Cybersecurity Policy, Certificate

Program Description

The certificate prepares individuals to assess the security and risk needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures.

Mission

The Cybersecurity Certificate educates students in theoretical and practical concepts related to security issues and processes. Students develop procedures and processes to protect digital information.

Program Goals

- Prepare student to assess organizational security policies, plans and procedures and implementations.
- Prepare students to enter specialized careers in cybersecurity.

Program Specific Information

This certificate may be applied to the M.S. Cybersecurity program.

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 5
- Credits
 - 15
- GPA
 - 3.0

Student Learning Outcomes

- Explain Internet structures, enterprise network structures, and consulting services related to network infrastructures
- Assess security gaps in organizational policies and plans.
- Differentiate between cybercrime, cyber espionage, and cyberwar.

Academic Requirements

Code	Title	Credits
CYB 540	Network Theory	3
CYB 604	The Computer and Internet Fraud	3
CYB 628	Cybercrime, Cyber Warfare and Cyber Espionage	3
CYB 665	Computer Digital Forensics	3
CYB 668	Computer and Network Security	3

Course Sequence

Course	Title	Credits
First Semester		
CYB 540	Network Theory	3
CYB 628	Cybercrime, Cyber Warfare and Cyber Espionage	3
Credits		6
Second Semester		
CYB 668	Computer and Network Security	3
CYB 604	The Computer and Internet Fraud	3
Credits		6
Third Semester		
CYB 665	Computer Digital Forensics	3
Credits		3
Total Credits		15

Faculty

Director: Margaret M. McCoey, M.S.

Associate Professors: Blum, Redmond, Wang

Assistant Professors: McCoey, Yin

Lecturers: Casey, McGinley, Monaghan, Walters, Waldron

Program Contact Information

Cybersecurity Policy Certificate

Holroyd Hall, Room 129

gradcis@lasalle.edu

(215) 951-1136

Staff Contact Information

Margaret McCoey, M.S.

Program Director

Holroyd Hall, Room 129

mccoey@lasalle.edu

(215) 951-1136

Data Science, Certificate

Program Description

The certificate provides students with the knowledge and skills to review and integrate big data sets and provide visual representation of results. The program mixes statistical analysis with data preparation to provide visual results to questions. The program includes coding skills specifically for Big Data.

Mission

The Data Science Certificate educates students in theoretical and practical concepts related to Big Data. Students develop data connections and use analytical techniques to answer specific questions related to the data.

Program Goals

- Prepare students to enter the field of data science
- Prepare students to extend data analysis through the use of data science methods

Program Specific Information

This certificate may be applied as an option for the M.S. Computer Information Science, M.S. Cybersecurity or M.S. Economic Crime Forensics programs.

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 5
- Credits
 - 15
- GPA
 - 3.0

Student Learning Outcomes

- Explain data relationships based on real world variables
- Use statistical methods to develop data models
- Construct and transform views of relevant data sources based on independent variables
- Prepare data learning based on data views

Academic Requirements

Code	Title	Credits
CIS 523	Data Processing and Database Management	3
CIS 658		3
ANA 615	Optimization Methods for Data Analytics	3

CIS 633	Data Analysis with R	3
CIS 654	Artificial Intelligence	3
Total Credits		15

- Prepare students to participate ethically and professionally in a global market.
- Prepare students to enter the field of forensic accounting.

Course Sequence

Course	Title	Credits
First Year		
First Semester		
CIS 523	Data Processing and Database Management	3
CIS 633	Data Analysis with R	3
Credits		6
Second Semester		
CIS 654	Artificial Intelligence	3
ANA 615	Optimization Methods for Data Analytics	3
Credits		6
Third Semester		
CIS 658		3
Credits		3
Total Credits		15

Program Specific Information

This certificate may be applied to the M.S. Economic Crime Forensics programs.

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 5
- Credits
 - 15
- GPA
 - 3.0

Faculty

Director: Margaret M. McCoey, M.S.
 Associate Professors: Blum, Redmond, Wang
 Assistant Professors: McCoey, Yin
 Lecturers: Casey, Crossen, McGinley, McManus

Program Contact Information

Data Science Certificate
 Holroyd Hall, Room 129
 gradcis@lasalle.edu

Staff Contact Information

Margaret McCoey
 Program Director
 Holroyd Hall, Room 129
 mccoey@lasalle.edu
 (215) 951-1136

Fraud and Forensic Accounting, Certificate

Program Description

The certificate prepares students for a career in the field of forensic accounting by providing them with skills and tools to both prevent fraud from occurring and discovering fraud after it has occurred.

Mission

The certificate in Fraud and Forensic Accounting, consistent with the mission of Graduate Studies, prepares students to enter the field of forensic accounting.

Program Goals

The program has the following goals:

Student Learning Outcomes

The student learning outcomes for the certificate are:

- Evaluate and support accounting and auditing concepts related to the causation of corporate economic crime.
- Devise plans and processes to prevent and deter economic crime.

Academic Requirements

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

Code	Title	Credits
ECF 610	Criminal Justice and Legal Concepts	3
FACC 702	Financial Statement Fraud	3
FACC 703	Occupational Fraud and Abuse	3
FACC 704	The Computer and Internet Fraud	3
FACC 705	Fraud Detection and Prevention: Special Cases	3
Total Credits		15

Course Sequence

Code	Title	Credits
ECF 610	Criminal Justice and Legal Concepts	3
FACC 702	Financial Statement Fraud	3
FACC 703	Occupational Fraud and Abuse	3
FACC 704	The Computer and Internet Fraud	3
FACC 705	Fraud Detection and Prevention: Special Cases	3
Total Credits		15

Course Descriptions

Fraud and Forensic Accounting

FACC 702 Financial Statement Fraud

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

FACC 703 Occupational Fraud and Abuse

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

FACC 704 The Computer and Internet Fraud

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

FACC 705 Fraud Detection and Prevention: Special Cases

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud because of either a lack of, or non-functioning of, internal controls. The study of various fraud investigative methods and the process for communicating an expert report will be an essential part of this course.

Faculty

Assistant Professor: McCoe

Lecturer: Monaghan, Walters, Zikmund

Program Contact Information

M.S. Economic Crime Forensics

Holroyd Hall, Room 129

ecf@lasalle.edu

(215) 951-1136

Staff Contact Information

Margaret McCoe, M.S.

Program Director

Assistant Professor

Holroyd Hall, Room 129

(215) 951-1136

Freedoms Foundation/Graduate History Courses

Program Description

La Salle University has established a partnership with Valley Forge Freedoms Foundation. Through this program teachers from around the country take one-week courses during the summer, taught by college and university professors from leading institutions. These courses emphasize civics and civic engagement as manifested throughout the history of America.

Course Descriptions

History

Program Contact Information

Stuart Leibiger, Ph.D.

341 Hayman Hall

leibiger@lasalle.edu

(215) 951-1093

Full Stack Engineering, Certificate

Program Description

This certificate introduces students to the current technologies used to automate processes. The program includes content in cloud scenarios, big data, mobile development, and emerging technologies such as Artificial Intelligence and Blockchain.

Mission

The mission of the Full Stack Engineering Certificate is to provide learners with development opportunities related to emerging technology processes and platforms. The certificate seeks to prepare computing professionals to keep pace with the dynamic nature of the technology enhancements and provide a foundation to adapt the new technologies for current needs.

Program Goals

- Students will manage the end-to-end life cycle for the production of software and applications.
- Students will analyze, write, build, and deploy software application solutions.
- Students will modify and test new technologies enhancements to developed solutions.

Program Specific Information

Students may complete this certificate and apply it towards the M.S. Computer Information Science masters program.

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 5
- Credits
 - 15

- GPA
 - 3.0

Student Learning Outcomes

- Design and develop user friendly interfaces
- Design and develop internet processing applications for multiple device types
- Perform database maintenance processing
- Evaluate the use of new technology systems

Academic Requirements

Code	Title	Credits
CIS 621	Client Interface Development	3
CIS 626	Web Services Development	3
CIS 627	Web Database Services Development	3
CIS 629	Mobile Development	3
Select one of the following:		3
CIS 670		
CIS 671		
CIS 672		
CIS 673		
CIS 674		
CIS 675		
CIS 676		
CIS 677		
CIS 679		
Total Credits		15

Course Sequence

Course	Title	Credits
First Year		
First Semester		
CIS 621	Client Interface Development	3
CIS 627	Web Database Services Development	3
		Credits
		6
Second Semester		
CIS 629	Mobile Development	3
CIS 626	Web Services Development	3
		Credits
		6
Third Semester		
Select one of the following:		
CIS 67X		3
		Credits
		3
Total Credits		15

Faculty

Program Director: McCoey
 Associate: Blum, Highley, Redmond, Wang
 Assistant: McCoey, Yin
 Lecturer: Casey, McGinley, Monaghan

Program Contact Information

Full Stack Engineering Certificate
 Holroyd Hall, Room 129
 (215) 951-1136

gradcis@lasalle.edu

Staff Contact Information

Margaret McCoey, Program Director
 Holroyd Hall, Room 129
 mccoey@lasalle.edu
 (215) 951-1136

Instructional Coach, Endorsement

Program Description

This is a 12-credit program for certified teachers who desire to learn more about how to be instructional leaders or teacher leaders in their schools. The program starts with a summer practicum experience and culminates with action research and professional development projects. Regardless of whether the teacher pursues roles as leaders in schools, this program will enhance a teacher’s understanding of advanced instructional strategies through coursework and action research. Master’s candidates may apply these courses to their programs as electives.

Course Sequence

Code	Title	Credits
EDC 505	Introduction to Instructional Leadership I	3
EDC 615	Advanced Instructional Design	3
EDC 652	Leadership and Educational Change I	3
EDC 653	Leadership and Educational Change II	3
Total Credits		12

Course Descriptions

All course descriptions may be found in the main menu under Graduate > Courses: A-Z (p. 257).

Interpretation: English/Spanish-Spanish/English, Certificate

Program Description

The Certificate in Interpretation addresses the legal, healthcare, and business environments.

The program consists of six courses (3 credits each) to be taken in a predetermined fashion. Therefore, a total of 18 credits is required to complete the certificate.

Mission

The mission of the Certificate in Interpretation program is to serve the interpretation needs of Hispanics in the Philadelphia region and beyond in legal, healthcare, and business environments.

Program Goals

- Offer credits representing academic achievement.
- Educate individuals for multi-competency employment.
- Keep pace with the need for linguistic specialists.
- Enhance students’ linguistic competence in Spanish and English and cultural awareness of contrasting elements between the dominant culture and those cultures of various Hispanic groups.

- Add La Salle University and its students to the national educational community of Translation and Interpretation Studies.

Program Specific Information

All courses are offered in the evenings. All courses (Fall and Spring) require a minimum of three hours of class time per week. The Fall and Spring semesters have a 14-week duration. Summer sessions have a 5.5-week duration and require a minimum of six hours of class time per week.

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 6
- Credits
 - 18
- GPA
 - 3.0

Student Learning Outcomes

At the conclusion of this certificate, students should be able to:

- Demonstrate knowledge of the relatively new concept of Interpretation Studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- Develop and demonstrate the same level of proficiency as educated native speakers of Spanish and English and transfer messages from one language to another accurately and fluently.
- Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.
- Recognize and apply the standards of court, healthcare, or conference interpreters, as established by nationally-recognized associations in those fields, including a foundation in the standards of ethics and practice in respective areas.
- Develop awareness of current issues in interpreting studies and practice, and of the importance of professionalizing this occupation as well as educating the public on the importance of and methods for using professional interpreters.
- Apply what they have learned in the classroom to real-life working environments through guest speakers, on-site visits, and in-class simulations.
- Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.
- Develop and enhance their linguistic competence and cultural awareness.

Academic Requirements

There are six (6) courses, three (3) credits each, and all are required, for a total of 18 credits. The minimum grade point average required for certification is 3.0, and the time limit for completion of all courses is four years. The recommended pace is one to two courses per semester/summer session so as to finish in four to six semesters/summer sessions, but the actual pace may be individually driven within the limits set.

Course Sequence

The required courses and recommended sequence are as follows:

Course	Title	Credits
First Year		
First Semester		
BLS 610	Comparative Analysis English/Spanish	3
BLS 617	Technology: Applications in Translation and Interpretation	3
Credits		6
Second Semester		
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 614	Legal Interpretation	3
Credits		6
Third Semester		
BLS 615	Health-Care Interpretation	3
BLS 616	Business Interpretation	3
Credits		6
Total Credits		18

Courses

Code	Title	Credits
BLS 610	Comparative Analysis English/Spanish	3
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 614	Legal Interpretation	3
BLS 615	Health-Care Interpretation	3
BLS 616	Business Interpretation	3
BLS 617	Technology: Applications in Translation and Interpretation	3

Course Descriptions

All course descriptions may be found in the main menu under Graduate > Courses: A-Z (p. 257).

Faculty

Full: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerra-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

Program Contact Information

Hayman Hall, room 128
 hispanicinstitute@lasalle.edu
 (215) 991-3592

Staff Contact Information

J. Manuel Gomez, Ph.D.
 Director
 Hayman Hall, room 128
 hispanicinstitute@lasalle.edu
 (215) 951-1209

IT and Cybersecurity Policy, Certificate

Program Description

This certificate provides students with the necessary knowledge and skills to adapt and respond to security risks. Students develop skills

to implement security processes along with preparing for business resilience and continuity based on unplanned enterprise disasters. This certificate focuses on management strategies to mitigate cyber breaches and enforce technology security policies.

Mission

The mission of the IT and Cybersecurity Policy Certificate is to address the integration of security and compliance issues related to electronic user data and enterprise usage. This certificate provides the foundation to develop and manage security issues and policies. The approach is consistent with the philosophy of graduate education at La Salle.

Program Goals

- Prepare student to assess organizational security policies, plans and procedures and implementations
- Prepare students to develop compliance programs related legislation cybersecurity legislation
- Prepare students to manage IT and cybersecurity processes

Program Specific Information

This certificate may be applied as an option for the M.S. Computer Information Science, M.S. Cybersecurity or M.S. Economic Crime Forensics programs.

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 5
- Credits
 - 15
- GPA
 - 3.0

Student Learning Outcomes

- Develop, propose, plan and manage an organization's security policies
- Identify federal and global legislation related to security and security threats
- Develop corporate plans for mitigating business disruptions and disasters

Academic Requirements

Code	Title	Credits
ECF 625	Litigation Support Practices and Procedures	3
CIS 615		3
CYB 644	Information Security	3
CYB 612	Ethics, Issues, and Government Regulations	3
CYB 652	Leadership Assessment and Evaluation	3
CIS 619	Crisis Management and Business Continuity	3
Total Credits		18

Course Sequence

Course	Title	Credits
First Semester		
CIS 619	Crisis Management and Business Continuity	3
CYB 644	Information Security	3
Credits		6
Second Semester		
CYB 612	Ethics, Issues, and Government Regulations	3
ECF 625	Litigation Support Practices and Procedures	3
Credits		6
Third Semester		
CYB 652	Leadership Assessment and Evaluation	3
Credits		3
Total Credits		15

Faculty

Director: Margaret M. McCoey, M.S.

Associate Professors: Blum, Redmond, Wang

Assistant Professors: McCoey, Yin

Lecturers: Casey, Monahan, Walters, Zikmund

Program Contact Information

IT and Cybersecurity Policy Certificate

Holroyd Hall, Room 129

gradcis@lasalle.edu

(215) 951-1136

Staff Contact Information

Margaret McCoey, M.S.

Program Director

Holroyd Hall, Room 129

mccoey@lasalle.edu

(215) 951-1136

Nursing, Certificates

Program Description

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree. A gap analysis is done to determine which courses would be needed to complete the certificate. Post-Master certificates are available for Adult Gerontology Primary Care Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist, Psychiatric Mental Health Nurse Practitioner, and Family Primary Care Nurse Practitioner.

Post-Master's Certificate Adult Gerontology Primary Care Nurse Practitioner

This track prepares students to provide direct care and to take leadership in the primary care of young adults, adults and older adults. Primary care sites include outpatient clinics, work sites, college health services, emergency rooms, home health and other community-based settings. Upon completion of this track, students are eligible for licensure in the Commonwealth of Pennsylvania and for national certification as an Adult Gerontology Primary Care Practitioner.

Post-Master's Family Nurse Practitioner Certificate

The Family Nurse Practitioner online program is designed to prepare nurses with the skills needed to deliver cutting-edge, community-based

primary health care to individuals and families across the lifespan. Upon completion of this track, students are eligible for licensure in the Commonwealth of Pennsylvania and for national certification as a Family Nurse Practitioner.

Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate

The Psychiatric Mental Health Nurse Practitioner Program prepares nurse practitioner students to provide a full range of mental health services to clients across the life span. This specialty emphasizes prevention, diagnosis, and management of both acute episodic and chronic mental illnesses. Although not setting specific, clinical rotations will primarily occur in in-patient, outpatient, and community residential settings. Upon completion of this track, students are eligible for licensure in the Commonwealth of Pennsylvania and for national certification as a Psychiatric Mental Health Nurse Practitioner.

Post-Master's Adult-Gerontology Clinical Nurse Specialists Certificate

At this time, La Salle University is not accepting or enrolling new students into this program. Please complete this form (<https://www.lasalle.edu/nursing-msn/post-masters-certificate-programs/adult-gerontology-clinical-nurse-specialist/expression-of-interest-form/>) as an expression of interest and to receive information about this program from La Salle University at a later date.

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

The track for a clinical nurse specialist prepares a professional for overseeing nursing care for a group of well or ill clients in hospitals, homes, and primary care settings, acting as a program director in some positions. Two major areas of responsibility include direct and indirect patient care. This nurse moves in and out of direct care situations when expert skill and knowledge are required. The clinical nurse specialist is accountable to patients, advocates for them, and evaluates the quality of nursing services. In indirect care, this nurse's responsibility is primarily to a nursing staff, serving as a consultant, bringing expert clinical knowledge to health care providers on a system-wide basis, and applying current research findings to patient care. This nurse's expertise contributes greatly to the plan of care for patients.

Mission

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

Program Goals

- Prepare students to provide nursing services in health care agencies and communities with an emphasis on vulnerable populations
- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society
- Foster student and faculty engagement in inter-professional and collaborative health care services, programs, and research
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice

- Develop a community of life-long learners among students, faculty, alumni, and community partners.

Program Specific Information

The BSN, MSN, DNP, and APRN Post-master's Certificate programs at La Salle University are accredited by the:

Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org/>)
655 K Street NW, Suite 750
Washington DC 20001
202-887-6791

Please refer to the handbook which can be found at <https://www.lasalle.edu/nursing-msn/wp-content/uploads/sites/135/2018/08/grad-nursing-rnbsn-handbook-2018.pdf>

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - dependent upon gap analysis
- Credits
 - dependent upon gap analysis
- GPA
 - 3.0

Student Learning Outcomes

- Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide nursing care to diverse clients. (Essential 1)
- Practice independently and collaboratively with an inter-professional team while delivering direct and indirect care services in various types of health care systems. (Essential 2, 7, 9, 10)
- Use research findings from nursing and other disciplines as a basis for clinical decision-making to improve practice and to formulate health policy. (Essential 4, 6)
- Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities. (Essential 6)
- Utilize evidence-based practice recommendations and professional standards of care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations. (Essential 4, 8)
- Demonstrate communication skills, including health information management to enhance the quality of care provided at individual and aggregate levels. (Essential 5)
- Demonstrate safe, effective assessment, planning, implementation, and evaluation skills in caring for individuals and groups while working in inter-professional collaborative relationships. (Essential 3, 4, 7, 9)
- Provide culturally competent care to all persons regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion. (Essential 7, 8)
- Function as a leader and change agent in nursing and in health care delivery systems particularly to insure quality care for vulnerable and underserved populations. (Essential 7, 8)

- Demonstrate responsibility and accountability for ongoing professional development (Essential 9)

Academic Requirements

Dependent upon certificate.

Course Sequence

Adult Gerontology Nurse Practitioner

This track requires a total of 512 clinical hours. The clinical experiences are in NUR 665 Field Study: Adult-Gerontology Primary Care I and NUR 666 Field Study in Primary Care of Adults II.

Code	Title	Credits
Advanced Core Courses		
NUR 615	Family System Concepts for Primary Care	3
NUR 616	Advanced Health Assessment	3
NUR 617	Advanced Pharmacology	3
NUR 618	Advanced Pathophysiology	3
Adult Gerontology Primary Care Nurse Practitioner Track Courses		
NUR 660	Adult-Gerontology Primary Care I	3
NUR 661	Adult-Gerontology Primary Care II	3
NUR 665	Field Study: Adult-Gerontology Primary Care I (256 hrs.)	4
NUR 666	Field Study in Primary Care of Adults II (256 hrs.)	4
Total Credits		26

Family Nurse Practitioner

For the Master of Science in Nursing Family Nurse Practitioner certificate, the nursing curriculum is comprised of 16 courses (45 credits), including 9 credits of core courses, 12 credits of advanced core courses, 10 credits of concentration/theory courses, 11 credits of field study/clinical courses, and 3 credits for one elective. 692 clinical hours are associated with the field study/clinical courses.

Code	Title	Credits
NUR 615	Family System Concepts for Primary Care	3
NUR 618	Advanced Pathophysiology	3
NUR 617	Advanced Pharmacology	3
NUR 616	Advanced Health Assessment	3
NUR 660	Adult-Gerontology Primary Care I	3
NUR 665	Field Study: Adult-Gerontology Primary Care I	4
NUR 661	Adult-Gerontology Primary Care II	3
NUR 667	Field Study: Adult Gerontology Primary Care II for the FNP Student	2
NUR 663	Primary Care of Women	2
NUR 668	Field Study in Primary Care of Women	2
NUR 664	Primary Care of Children	2
NUR 669	FNP Field Study II	3
Total Credits		33

Psychiatric Mental Health Nurse Practitioner

Code	Title	Credits
Advanced Core Courses		
NUR 615	Family System Concepts for Primary Care	3
NUR 616	Advanced Health Assessment	3

NUR 617	Advanced Pharmacology	3
NUR 618	Advanced Pathophysiology	3
NUR 622	Psychopharmacology	3

Psychiatric Mental Health Nurse Practitioner Track Courses

NUR 627	Psychiatric Mental Health Nurse Practitioner Role 1 Course	3
NUR 657	Field Study: Psychiatric Mental Health Nurse Practitioner Role 1	4
NUR 628	Psychiatric Mental Health Nurse Practitioner Role 2 Course	3
NUR 658	Field Study: Psychiatric Mental Health Nurse Practitioner Role 2	4
NUR 629	Psychiatric Mental Health Nurse Practitioner Role 3 Course	2
NUR 659	Field Study: Psychiatric Mental Health Nurse Practitioner Role 3	3

Total Credits **34**

Course Descriptions

All course descriptions may be found in the main menu under Graduate > Courses: A-Z (p. 257).

Faculty

Chair: Patricia A. Dillon, Ph.D., R.N.

Professors: Dillon, Wolf

Associate Professors: Bicknell, Czekanski, Donohue-Smith, Frizzell, Kinder, Wilby

Assistant Professors: Alberts, Hoerst, Palovcak, Uribe

Program Contact Information

Patricia Dillon, Ph.D., R.N.

Chair of Graduate Nursing and R.N.-BSN and R.N.-MSN Programs,

Associate Professor

dillonp@lasalle.edu

215.951.1322

St. Benilde Tower 4413

Staff Contact Information

Christine Beerman

Administrative Assistant

mcglinn@lasalle.edu

215-951-1413

Post-Baccalaureate Premedical, Certificate

La Salle University's Post-Baccalaureate Premedical Certificate Program affords individuals an opportunity to change their current career path with one in the health professions. This program provides students with the necessary prerequisites for admissions into medical school or another health professions program. The program is not intended for post-baccalaureate students who need to enhance their academic profile by retaking these undergraduate prerequisites. Students in La Salle's post-baccalaureate program have undergraduate degrees in engineering, business, and liberal arts.

Post-baccalaureate premedical students can choose to complete the program in 15 months or 21 months. The premedical prerequisites include general chemistry, organic chemistry, physics, biology and math, and additional elective courses. At La Salle these courses would be:

Code	Title	Credits
CHM 111 & CHM 112	General Chemistry I and General Chemistry II	8
CHM 201 & CHM 202	Organic Chemistry I and Organic Chemistry II	8
PHY 105 & PHY 106	General Physics I and General Physics II	8
BIO 210 & BIO 230	Integrated Biology I- Molecules and Cells and BIO 230-Integrated Biology II: Populations and Systems	8
MTH 113	Algebra And Trig	4
Total Credits		36

All courses are taken with La Salle undergraduates. Students who complete a minimum of seven science/math courses in this program receive a Certificate in Premedical Sciences.

The post-baccalaureate program has established Accelerated Acceptance programs with Robert Wood Johnson Medical School and The Philadelphia College of Osteopathic Medicine. Eligible candidates can apply and be accepted and matriculate within the same year. Requirements for each of the accelerated programs can be found at the Post-Baccalaureate Premedical Certificate Program Web site: (<https://www.lasalle.edu/post-bacc/>).

Pre Speech-Language Pathology

Program Description

The PreSLP program provides post-baccalaureate students who do not have the necessary background in communication sciences and disorders with the prerequisite courses in basic human communication sciences needed to apply to a master's degree program in speech-language pathology.

This unique program offers eight undergraduate-level courses commonly recommended or required for graduate school preparation in speech-language pathology. They are offered online, affording students the choice of a flexible schedule.

Students are strongly encouraged to take all PreSLP courses unless their records indicate that they have taken equivalent courses and earned a B or higher in those courses. By completing the PreSLP program, students are better prepared to apply to a graduate program in speech-language pathology. However, entrance into the PreSLP program does not guarantee acceptance into La Salle's graduate Speech-Language Pathology Program.

Mission

PreSLP Mission Statement

The Pre-Speech-Language Pathology (PreSLP) program provides post-baccalaureate students who do not have the necessary background in communication sciences and disorders with the prerequisite courses in basic human communication sciences needed to pursue a master's degree in Speech-Language Pathology.

Program Goals

- Post-baccalaureate students will complete prerequisite courses in basic human communication sciences needed to apply to a Master's degree in Speech-Language Pathology.
- Upon completing the PreSLP program, students demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Program Specific Information

General ASHA Certification Requirements

The current ASHA CFCC certification standards require students to complement their basic human communication sciences courses with additional classes. These guidelines require students to have a course in biology, physical science (chemistry or physics), and statistics. In addition, students need to have taken a course in the social and behavioral sciences. Students who have not completed these requirements on the undergraduate level may take these courses at La Salle.

Degree or Certificate Earned

none

Required for Program Completion

- Courses
 - N/A
- Credits
 - N/A
- GPA
 - N/A

Student Learning Outcomes

- The student will demonstrate knowledge in the biological and physical sciences, statistics, and social/behavioral sciences.
- The student will demonstrate knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.
- The student will apply critical thinking to synthesize, analyze, and evaluate information.
- The student will identify professional and clinical practice issues in speech-language pathology.

Academic Requirements

The following courses are the recommended PreSLP courses and will be offered online. Note that "W" indicates that the course is online and the "P" indicates that the course is limited to students enrolled in the PreSLP program:

Code	Title	Credits
COSD 100P	Introduction to Language and Communication (W)	3
COSD 102P	Introduction to Communication Disorders (W)	3
COSD 200P	Phonetics (W)	3
COSD 202P	Anatomy And Physiology of the Speech and Hearing Mechanisms (W)	3
COSD 203P	Language Development (W)	3
COSD 211P	Acoustic Bases of Speech and Hearing (W)	3

COSD 304P	Introduction to Audiology (W)	3
COSD 306P	Neurological Bases of Communication and Behavior (W)	3
Total Credits		24

Course Sequence

Code	Title	Credits
COSD 100P	Introduction to Language and Communication (W)	3
COSD 102P	Introduction to Communication Disorders (W)	3
COSD 200P	Phonetics (W)	3
COSD 202P	Anatomy And Physiology of the Speech and Hearing Mechanisms (W)	3
COSD 203P	Language Development (W)	3
COSD 211P	Acoustic Bases of Speech and Hearing (W)	3
COSD 304P	Introduction to Audiology (W)	3
COSD 306P	Neurological Bases of Communication and Behavior (W)	3
Total Credits		24

Students can complete one or more courses in PreSLP as needed and available.

Communication Sciences & Disorders

Code	Title	Credits
COSD 100P	Introduction to Language and Communication	3
COSD 102P	Introduction to Communication Disorders	3
COSD 200P	Phonetics	3
COSD 202P	Anatomy And Physiology of the Speech and Hearing Mechanisms	3
COSD 203P	Language Development	3
COSD 211P	Acoustic Bases of Speech and Hearing	3
COSD 304P	Introduction to Audiology	3
COSD 306P	Neurological Bases of Communication and Behavior	3

Faculty

Courses in the PreSLP program are taught by full-time CSD faculty, as well as adjunct faculty.

Program Contact Information

Maureen Costello, Ph.D., CCC-SLP

Assistant Professor and Director of Clinical Education
 PreSLP Advisor
 costellom3@lasalle.edu
 215.951.1912
 St. Benilde Tower, Room 2208

Special Education, Certification

Academic Requirements

Special Education PreK-8 or 7-12 Certification

Candidates for the special education certification will take eight courses. This program is accredited by the Pennsylvania Department of Education

for Special Education Certification (PreK-8 or 7-12). The following courses and relevant practicum experiences are required:

Code	Title	Credits
Certification Courses		
EDC 510	Human Exceptionalities	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 644	Assessing the Abilities of all Learners	3
EDC 667	Implementing the IEP in the Inclusive Classroom	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
Inclusion Practicum		
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Total Credits		24

Master of Arts in Education with Special Education Certification

Code	Title	Credits
Core Courses		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 655	Dimensions of Autism	3
EDC 751	Transformative Pedagogy: A Capstone Experience	3
Certification Courses		
EDC 510	Human Exceptionalities	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 644	Assessing the Abilities of all Learners	3
EDC 667	Implementing the IEP in the Inclusive Classroom	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
Total Credits		33

Course Descriptions

All course descriptions may be found in the main menu under Graduate > Courses: A-Z (p. 257).

Strategic Communication, Certificate Program Description

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.

Mission

Our Program develops skilled communication strategists and competent, professional communicators. Students increase theoretical knowledge, practical skills, and ethical judgement to enhance their professional development.

Program Goals

- Recognize, articulate, and demonstrate the influence and power of messages and the ethics of communication
- Demonstrate effective communication, in both written and spoken form
- Apply theoretical, conceptual, and skills-based course knowledge to experiential learning environment(s) and/or professional situations
- Serve as a feeder for the MA in Strategic Communication

Program Specific Information

N/A

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 6
- Credits
 - 18
- GPA
 - 3.0

Student Learning Outcomes

- Discern ethical dilemmas within communication contexts and evaluate using ethical reasoning
- Prepare and present oral and written presentations with attention to specific audiences and situations
- Articulate connections between relevant communication theory, skills, and coursework with authentic learning experiences
- Apply for and be admitted to the MA program upon graduation from the certificate program

Academic Requirements

Code	Title	Credits
Required		
COM 601	Professional Communication Ethics	1.5
COM 602	Effective Presentations	3
COM 612	Internal Communication	3
Electives		
Select three of the following:		10.5
COM 608	Diversity and Inclusion	
COM 610	Leadership Communication	
COM 613	Strategic Public Relations	
COM 614	Conflict Resolution, Negotiation, and Mediation	
COM 615	Persuasion	
COM 616	Group Decision-Making and Problem-Solving	
COM 619	Communication Campaigns ¹	

COM 621	Training and Development
COM 623	Public Relations Writing
COM 630	Topics in Professional Development
COM 631	Topics in Professional Development
COM 632	Topics in Professional Development
COM 633	Topics in Professional Development
COM 634	Topics in Professional Development
COM 635	Topics in Professional Development
COM 640	Professional Media Development
COM 641	Social Media
COM 670	Special Topics
COM 671	Special Topics
COM 672	Special Topics
COM 673	Special Topics
COM 674	Special Topics
COM 675	Special Topics
COM 676	Special Topics
COM 677	Special Topics

Total Credits **18**

1

prerequisite: COM 613 Strategic Public Relations

Course Sequence

Course sequence may vary.

Course Descriptions

All course descriptions may be found in the main menu under Graduate > Courses: A-Z (p. 257).

Faculty

Director: Katie Dunleavy, Ph.D.

Professors: Dainton

Associate Professors: Daily, Dunleavy, M. Smith, Texter, Zelle

Assistant Professors: Lashley

Program Contact Information

Strategic Communication
Communication Center
gradcomm@lasalle.edu
(215) 951-1844

Staff Contact Information

Katie Dunleavy, Ph.D.
Director
Communication Center
(215) 991-3520

Translation: English/Spanish-Spanish/English, Certificate

Program Description

The curriculum for the CIT (*Certificate in Translation*) is designed to address three of the principal environments in which translation (English/

Spanish-Spanish/English) is currently needed. These include legal, health care, and business environments. In addition, governing translation principles are also studied for application to language environments not covered by the program.

Mission

The mission of the Certificate in Translation program is to serve the translation needs of Hispanics in the Philadelphia region and beyond in legal, healthcare, and business environments.

Program Goals

The goals of the program are as follows:

- To familiarize students with the concept of translation studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- To enhance the student's knowledge of Spanish.
- To provide limited training in consecutive and simultaneous interpreting, as these skills are required in most fields using translators in the United States.
- To develop the specialized vocabulary and concepts needed to work bilingually in law, business, and medicine.
- To gain an inside and outside perspective of the Hispanic and Anglo cultures, so as to grasp the translator's place in a professional setting.
- To assist in the training of students in multi-competencies for employment purposes.
- To keep pace with the need for linguistic specialists.
- To offer graduate credits, representing academic achievement, to our students for the marketing of their translating skills.

Program Specific Information

The program is flexible. 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.

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 6
- Credits
 - 18
- GPA
 - 3.0

Student Learning Outcomes

At the conclusion of this program, students will be able to:

- Understand the concept of translation studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.
- Demonstrate and apply enhanced knowledge of Spanish as related to translation practices.

- Employ limited training in consecutive and simultaneous interpreting, as these skills are required in most fields using translators in the United States.
- Use specialized vocabulary and concepts in order to work bilingually in law, business, and medicine.
- Demonstrate knowledge of the translator's place in a professional setting.
- Develop and enhance their linguistic competence and cultural awareness.

Academic Requirements

A total of 18 credits—six (6) graduate courses—are required to earn the Certificate.

Course Sequence

The required courses and recommended course sequence are as follows:

Course	Title	Credits
First Semester		
BLS 610	Comparative Analysis English/Spanish	3
BLS 617	Technology: Applications in Translation and Interpretation	3
Credits		6
Second Semester		
BLS 641	Professional Uses of Spanish: Medical	3
BLS Elective		3
Credits		6
Third Semester		
BLS 642	Professional Uses of Spanish: Business	3
BLS 643	Professional Uses of Spanish: Legal	3
Credits		6
Total Credits		18

Courses

Code	Title	Credits
BLS 610	Comparative Analysis English/Spanish	3
BLS 617	Technology: Applications in Translation and Interpretation	3
BLS 641	Professional Uses of Spanish: Medical	3
BLS 642	Professional Uses of Spanish: Business	3
BLS 643	Professional Uses of Spanish: Legal	3
Any other Master in Translation and Interpretation program Course		3
Total Credits		18

Course Descriptions

All course descriptions may be found in the main menu under Graduate > Courses: A-Z (p. 257).

Faculty

Director: Gomez

Full: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerro-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

Program Contact Information

Hayman Hall, room 128

hispanicinstitute@lasalle.edu

(215) 991-3592

Staff Contact Information

J. Manuel Gomez, Ph.D.
 Director
 Hayman Hall, room 128
 hispanicinstitute@lasalle.edu
 (215) 951-1209

Wound, Ostomy and Continence Nursing, Certificates

Program Description

The Wound, Ostomy, and Continence Nursing Education Program prepares nurses to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. Wound, Ostomy, and Continence nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure injuries, and continence issues. La Salle University SONHS, Post-BSN WOCNEP has received a full 7-year accreditation through December 31, 2028 by the Wound, Ostomy, and Continence Nurses Society™ (WOCN®). La Salle University WOCNEP fully accredited, graduate-level, online certificate program provides students the option to pursue one, two or all three specialties. If pursuing further advanced nursing education, the WOCNEP graduate level courses meet one MSN core course and an elective requirement. Upon successful completion of the program, graduates of La Salle University Post-BSN Wound, Ostomy and Continence Nursing Certificate Program are eligible to become Board Certified by taking the Wound, Ostomy and Continence Nursing Certification Board (WOCNCB® examination(s) (<https://www.wocncb.org/certification/wound-ostomy-continence/>)).

Mission

Consistent with Lasallian values, and the Mission of the Nursing Program, the mission of the Wound, Ostomy, and Continence Nursing Education Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nurse professionals who are specialists in caring for patients with wound, ostomy and continence needs with a commitment to excellence in practice, service, life-long learning, and scholarship.

Program Goals

- To prepare students to become specialists in providing care for patients/clients with wound, ostomy and continence needs.
- To facilitate students' professional development by preparing them for certification in wound, ostomy and continence nursing
- To foster interprofessional, collaborative practice in the caring for patients with wound, ostomy and continence needs.

Admission Criteria

- Evidence of successful academic achievement in completing a baccalaureate degree in nursing from an NLNAC- or CCNE-accredited program or the MSN Bridge program for those R.N.s with a non-nursing baccalaureate degree.
- Grade point average of 3.0 in baccalaureate nursing program
- Current unencumbered RN licensure
- One year clinical experience following RN licensure. Current clinical experience within 5 years prior to application to program (current,

active practice, completion of a nurse refresher course, or a clinical performance examination)

- Resume
- Provide two professional reference contact information from professors or supervisors.
- A statement of interest in the Post-BSN Wound, Ostomy and Continence Nursing Certificate Program

Degree or Certificate Earned

Certificate

Required for Program Completion

- Courses
 - 3 to 7
- Credits
 - 5 to 13
- GPA
 - 3.0

Student Learning Outcomes

1. Integrate advanced theoretical, research-based, scientific, and clinical knowledge into clinical practice to provide wound, ostomy and continence nursing care to diverse clients.
2. Practice independently and collaboratively with an interprofessional team while delivering direct and indirect wound, ostomy and continence care services in various types of health care systems..
3. Use ethical decision-making to promote the well-being of individuals, families, health care professionals in local, national, and international communities.
4. Utilize evidence-based practice recommendations, research findings and professional standards of wound, ostomy and continence care to promote health, prevent disease and improve the health status of individuals, families, groups, communities, and populations.
5. Demonstrate safe, effective assessment, planning, implementation, and evaluation wound, ostomy and continence skills in caring for individuals and groups regardless of race, sex, sexual orientation, age, socioeconomic status, culture, health care beliefs, and religion, while working in interprofessional collaborative relationships.
6. Demonstrate responsibility and accountability for ongoing professional development.

Academic Requirements

Code	Title	Credits
NUR 720	Role of the WOC Nurse	1
NUR 721	Wound and Skin Care Specialty	3
NUR 722	Wound and Skin Care Specialty Practicum	1
NUR 723	Ostomy Care Specialty Course	3
NUR 724	Ostomy Care Practicum ¹	1
NUR 725	Urinary & Fecal Continence	3
NUR 726	Urinary/Fecal Continence Pract ¹	1

Total Credits

13

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Clinical practicum begin upon completion of the specialty course. When doing more than one specialty, clinical practicums start after at the completion of all specialty courses.

Course Sequence

Code	Title	Credits
NUR 720	Role of the WOC Nurse (Fall 1 -7 weeks) ¹	1
NUR 721	Wound and Skin Care Specialty (Fall 2 -7 weeks)	3
NUR 722	Wound and Skin Care Specialty Practicum (50 hrs.) ²	1
NUR 723	Ostomy Care Specialty Course (7 weeks Spring 1 -7 weeks)	3
NUR 724	Ostomy Care Practicum (50 hrs.) ²	1
NUR 725	Urinary & Fecal Continence (7 weeks)	3
NUR 726	Urinary/Fecal Continence Pract (50 hrs., Spring 2)	1
Total Credits		13

1

Required for all specialties.

2

Clinical practicum begin upon completion of the specialty course. When doing more than one specialty, clinical practicums start after at the completion of all specialty courses.

Course Descriptions

Nursing

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

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 581 The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

NUR 582 School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing. Prerequisite(s): NUR 581

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618 Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiological, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 620 Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

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

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 656 Field Study in Public Health Nursing II

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. Prerequisite(s): NUR 650, NUR 655 Corequisite(s): NUR 651

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 670 Independent Study**NUR 672 Special Topics****NUR 673 Special Topics****NUR 675 Independent Study****NUR 691 Clinical Practicum II**

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.

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM®-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Student examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based, competent care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthesia management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

Faculty

PROFESSOR: Patricia Dillon, Ph D, RN, CWOCN

INSTRUCTORS:

Dawn Carson RN, MSN, CRNP, CWOCN, NHA

Michelle C. Quigel MSN, RN, AGPCNP-BC, CWOCN

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Doctorates

- Doctor of Nursing Practice (DNP) - Nurse Anesthesia - Post-BSN-Frank J. Tornetta School (p. 230)
- Doctor of Nursing Practice (DNP) - Post-Master's (p. 240)
- Doctor of Nursing Practice (Post-BSN to DNP) - Nurse Anesthesia (p. 220)
- Doctor of Psychology in Clinical Psychology (Psy.D.) (p. 249)

Doctor of Nursing Practice (Post-BSN to DNP) - Nurse Anesthesia**Program Description**

The La Salle University nursing program has developed a stand-alone Post-BSN to DNP Nurse Anesthesia program beginning in the Spring of 2024. The La Salle University Nurse Anesthesia Program is accredited by The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) as of 11/8/23.

Mission

The post-BSN to DNP Nurse Anesthesia Program educates highly competent advance practice nursing students to satisfactorily complete the Nurse Anesthesia Program's terminal objectives and they receive eligibility to sit for certification exam. By satisfactory completion of the Nurse Anesthesia Program's terminal objectives, the student will enter the profession of nurse anesthesia as a safe, independent, and culturally competent practitioner capable of functioning in a wide variety of anesthesia practice settings.

Program Goals

- Educate professional nurses for interprofessional practice in advanced nursing roles across health care settings.
- Meet the health needs of diverse individuals, families, groups, communities and populations.
- Support faculty and student scholarly activity that informs quality and safety in healthcare systems

The DNP Student Handbook and DNP Project Manual can be found at <https://www.lasalle.edu/doctor-of-nursing-practice/>

Admission Requirements

Admission to the Post BSN-DNP Nurse Anesthesia Program requires a complete application. Official transcript(s) from all institutions previously attended (college, university, evaluation of international credentials) must be sent to La Salle University separately.

Please direct all application materials to:

La Salle University School of Nursing and Health Sciences 1900 West Olney Avenue Philadelphia, PA 19141

- Baccalaureate degree in nursing (BSN) from an Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE) accredited program
- Undergraduate coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course
- Minimum cumulative nursing degree GPA of 3.2 on a 4.0 scale
- Current unencumbered United States RN License
- Resume or Curriculum Vitae
- Four letters of recommendation
 - o Nurse manager
 - o Physician (M.D. or D.O.) familiar with your critical care nursing skills
 - o 2 additional healthcare professional (unit charge RN, medical unit director, physician, CRNA etc.) familiar with your professional nursing skills. **Please do NOT submit a letter of reference form from a peer nursing colleague.**
- Minimum of one year of critical care nursing experience
 - The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) defines a critical care setting:
 - Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac assist devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.
- 'Statement of Interest' detailing the candidates desire to pursue a career in nurse anesthesia practice. Please include why you would like to pursue nurse anesthesia as a career goal along with your long term career goals. (Please limit your statement of interest to 2 pages, double spaced, times new roman, 12 font.)

- A current curriculum vitae detailing professional growth and opportunities experienced since high school graduation.

Degree or Certificate Earned

DNP

Required for Program Completion

- Courses
 - 33
- Credits
 - 85
- GPA
 - 3.0

Student Learning Outcomes

At the completion of the DNP program, the student will be able to:

- Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups in an APRN or advanced nursing practice (APN) role
- Facilitate inter-professional collaboration to provide patient-centered, quality, ethical and safe healthcare
- Analyze the impact of evidence based healthcare interventions on patient outcomes
- Evaluate health promotion and disease prevention efforts and outcomes to achieve quality healthcare
- Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations
- Enhance practicum judgment and decision-making abilities to address health promotion/disease prevention efforts for individuals, aggregates, or populations
- Utilize advanced communication and leadership skills to lead quality improvement and patient safety initiatives
- Promote culturally congruent and comprehensive healthcare services to all
- Analyze healthcare information systems/technologies to improve healthcare outcomes
- Demonstrate responsibility and accountability for ongoing professional development

Academic Requirements

The post-BSN program is 41 months in length- fall, spring, and summer. Students complete the first two years of Core and Advanced Core course work completely online with an opportunity to continue paid employment.

Anesthesia Courses

Code	Title	Credits
NUR 609	Health Care Economics	3
NUR 711	Principles of Anesthesia Practice	4
NUR 712	Physics, Chemistry and Equipment in Anesthesia	2
NUR 713	Pharmacology of Anesthetic Agents	4
NUR 714	Advanced Physiology and Pathophysiology for Anesthesia Practice	4
NUR 715	Nurse Anesthesia Clinical Practicum I	1
NUR 716	Advanced Principles of Anesthesia Practice	3

NUR 717	Regional Anesthetic Management	1
NUR 718	Obstetric and Pediatric Anesthesia	1
NUR 719	Nurse Anesthesia Clinical Practicum II	2
NUR 730	Advanced Anesthetic Management for Special Procedures	1
NUR 731	Clinical Practicum III	2
NUR 732	Advanced Anesthetic Management for Special Procedures II	2
NUR 733	Clinical Practicum IV	2
NUR 734	Professional Aspects of Anesthesia Practice	1
NUR 735	Clinical Practicum V	2
NUR 736	Crisis Management in Anesthesia	1
NUR 737	Nurse Anesthesia Clinical Practicum VI	2
NUR 738	Transition to Advanced Nurse Anesthesia Practice	4
NUR 751	Clinical Leadership and Interprofessional Collaboration	3
NUR 880	DNP Project 1	4
NUR 882	DNP Project 2	3

DNP Project Requirement

The DNP Project (DNP-P) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to nursing and meaningful to healthcare systems, processes, and/or outcomes.

Working closely with faculty members, students identify an issue or question within nursing practice that is of clinical interest and conduct a scholarly review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project and disseminate findings and recommendations.

The DNP-P end-product will be a tangible practice-related deliverable. This scholarly project will be reviewed and evaluated by an academic committee. The P should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including publication.

Course Sequence

Course	Title	Credits
First Year		
First Semester		
SPRING I		
NUR 618	Advanced Pathophysiology	3
NUR 704	Statistics and Biostatistics	3
NUR 709	Nursing Research for Evidence Based Practice	3
Credits		9
Second Semester		
Summer I		
NUR 617	Advanced Pharmacology	3
NUR 637	Epidemiology and Population Health	3
Credits		6
Third Semester		
FALL I		
NUR 616	Advanced Health Assessment	3
NUR 702	Theoretical Foundations of Doctoral Nursing Practice	3
NUR 703	Professional Ethics	3
Credits		9

Second Year		
First Semester		
Spring II		
NUR 711	Principles of Anesthesia Practice	4
NUR 712	Physics, Chemistry and Equipment in Anesthesia	2
NUR 713	Pharmacology of Anesthetic Agents	4
Credits		10
Second Semester		
Summer II		
NUR 695	Public Policy Initiatives: Local to Global	3
NUR 714	Advanced Physiology and Pathophysiology for Anesthesia Practice	4
NUR 715	Nurse Anesthesia Clinical Practicum I	1
Credits		8
Third Semester		
Fall II		
NUR 705	Patient Safety and Health Care Outcomes	3
NUR 716	Advanced Principles of Anesthesia Practice	3
NUR 719	Nurse Anesthesia Clinical Practicum II	2
NUR 609	Health Care Economics	3
Credits		11
Third Year		
First Semester		
Spring III		
NUR 717	Regional Anesthetic Management	1
NUR 718	Obstetric and Pediatric Anesthesia	1
NUR 730	Advanced Anesthetic Management for Special Procedures	1
NUR 731	Clinical Practicum III	2
NUR 750	Translating Evidence Into Practice	3
Credits		8
Second Semester		
Summer III		
NUR 732	Advanced Anesthetic Management for Special Procedures II	2
NUR 733	Clinical Practicum IV	2
NUR 751	Clinical Leadership and Interprofessional Collaboration	3
Credits		7
Third Semester		
Fall III		
NUR 734	Professional Aspects of Anesthesia Practice	1
NUR 735	Clinical Practicum V	2
NUR 736	Crisis Management in Anesthesia	1
NUR 880	DNP Project 1	4
Credits		8
Fourth Year		
First Semester		
Spring IV		
NUR 737	Nurse Anesthesia Clinical Practicum VI	2
NUR 738	Transition to Advanced Nurse Anesthesia Practice	4
NUR 882	DNP Project 2	3
Credits		9
Total Credits		85

Course Descriptions

Nursing

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

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 581 The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

NUR 582 School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing. Prerequisite(s): NUR 581

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618 Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 620 Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

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

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 656 Field Study in Public Health Nursing II

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. Prerequisite(s): NUR 650, NUR 655 Corequisite(s): NUR 651

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 670 Independent Study**NUR 672 Special Topics****NUR 673 Special Topics****NUR 675 Independent Study****NUR 691 Clinical Practicum II**

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.

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM®-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Student examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based, competent care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

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Doctor of Nursing Practice (DNP) - Nurse Anesthesia - Post-BSN- Frank J. Tornetta School

Program Description

The La Salle Doctor of Nursing Practice (DNP) program is in response to the call for health care improvement and innovation. The Post-BSN curriculum plan is designed in accord with the American Association of Colleges of Nursing (AACN) Position Statement on Doctoral Education, The Essentials of Doctoral Education for Advanced Nursing Practice, and the Council on Accreditation of Nurse Anesthesia Programs.

The post-BSN for nurse anesthesia is 51 months in length. The first two years are delivered fully online, and include yearly on-campus Immersion experiences. After the first 24 months, Post-BSN students complete a 29 month clinical residency on-site at the Frank J. Tornetta campus, and a final DNP Project. Upon completion of all degree requirements the student will be awarded a Doctor of Nursing Practice degree from La Salle University and after recommendation from the Anesthesia Director, will be eligible to sit for the National Certification Examination to gain NBCRNA certification.

Mission

The mission of the La Salle university Nursing Programs is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

The Frank J. Tornetta School of Anesthesia mission can be found here: <http://fjtsa.com/mission/>

Program Goals

- Educate professional nurses for interprofessional practice in advanced nursing roles across community and health care settings.
- Meet the health needs of diverse individuals, families, groups, communities and populations.

- Support faculty and student scholarly activity that informs quality and safety in healthcare systems

The Frank J. Tornetta School of Anesthesia program terminal objectives can be found here: <http://fjtsa.com/program-terminal-objectives/>

Program Specific Information

Students enroll in the post-BSN program on a full-time (six credits/semester) basis after acceptance by the Frank J. Tornetta School of Anesthesia. Admission criteria can be found at <http://fjtsa.com/admission-requirements/>

The Post-BSN nurse anesthesia curriculum plan is accredited by Council on Accreditation of Nurse Anesthesia Educational Programs (<https://coacrna.org/>). Full details regarding the Frank J. Tornetta School of Anesthesia can be found at: www.fjtsa.com (<http://www.fjtsa.com>)

The DNP Student Handbook and DNP Project Manual can be found at <https://www.lasalle.edu/doctor-of-nursing-practice/>

Degree or Certificate Earned

DNP

Required for Program Completion

- Courses
 - 33
- Credits
 - 85
- GPA
 - 3.0

Student Learning Outcomes

At the completion of the DNP program, the student will be able to:

- Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups in an APRN or advanced nursing practice (APN) role
- Facilitate inter-professional collaboration to provide patient-centered, quality, ethical and safe healthcare
- Analyze the impact of evidence based healthcare interventions on patient outcomes
- Evaluate health promotion and disease prevention efforts and outcomes to achieve quality healthcare
- Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations
- Enhance practicum judgment and decision-making abilities to address health promotion/disease prevention efforts for individuals, aggregates, or populations
- Utilize advanced communication and leadership skills to lead quality improvement and patient safety initiatives
- Promote culturally congruent and comprehensive healthcare services to all
- Analyze healthcare information systems/technologies to improve healthcare outcomes
- Demonstrate responsibility and accountability for ongoing professional development

Academic Requirements

The post-BSN program is 51 months in length- fall, spring, and summer. Students complete the first two years of Core and Advanced Core course work completely online with an opportunity to continue paid employment.

Code	Title	Credits
Core Courses		
NUR 702	Theoretical Foundations of Doctoral Nursing Practice	3
NUR 703	Professional Ethics	3
NUR 609	Health Care Economics	3
Advanced Core		
NUR 695	Public Policy Initiatives: Local to Global	3
NUR 637	Epidemiology and Population Health	3
NUR 704	Statistics and Biostatistics	3
Residency		
Additional online course work during the 29-month clinical residency include:		
NUR 705	Patient Safety and Health Care Outcomes	3
NUR 750	Translating Evidence Into Practice	3
NUR 751	Clinical Leadership and Interprofessional Collaboration	3
NUR 880	DNP Project 1	4
NUR 882	DNP Project 2	3
<i>Anesthesia</i>		
Fourteen anesthesia courses ¹		42
Total Credits		76

1

NUR 711 Principles of Anesthesia Practice through NUR 738 Transition to Advanced Nurse Anesthesia Practice are completed on site at the Tornetta School beginning the summer of year II.

Anesthesia Courses

Code	Title	Credits
NUR 711	Principles of Anesthesia Practice	4
NUR 712	Physics, Chemistry and Equipment in Anesthesia	2
NUR 713	Pharmacology of Anesthetic Agents	4
NUR 714	Advanced Physiology and Pathophysiology for Anesthesia Practice	4
NUR 715	Nurse Anesthesia Clinical Practicum I	1
NUR 716	Advanced Principles of Anesthesia Practice	3
NUR 717	Regional Anesthetic Management	1
NUR 718	Obstetric and Pediatric Anesthesia	1
NUR 719	Nurse Anesthesia Clinical Practicum II	2
NUR 720	Role of the WOC Nurse	1
NUR 721	Wound and Skin Care Specialty	3
NUR 722	Wound and Skin Care Specialty Practicum	1
NUR 723	Ostomy Care Specialty Course	3
NUR 724	Ostomy Care Practicum	1
NUR 725	Urinary & Fecal Continence	3
NUR 726	Urinary/Fecal Continence Pract	1
NUR 730	Advanced Anesthetic Management for Special Procedures	1

NUR 731	Clinical Practicum III	2
NUR 732	Advanced Anesthetic Management for Special Procedures II	2
NUR 733	Clinical Practicum IV	2
NUR 734	Professional Aspects of Anesthesia Practice	1
NUR 735	Clinical Practicum V	2
NUR 736	Crisis Management in Anesthesia	1
NUR 737	Nurse Anesthesia Clinical Practicum VI	2
NUR 738	Transition to Advanced Nurse Anesthesia Practice	4

DNP Project Requirement

The DNP Project (DNP-P) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to nursing and meaningful to healthcare systems, processes, and/or outcomes.

Working closely with faculty members, students identify an issue or question within nursing practice that is of clinical interest and conduct a scholarly review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project and disseminate findings and recommendations.

The DNP-P end-product will be a tangible practice-related deliverable. This scholarly project will be reviewed and evaluated by an academic committee. The P should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including publication.

Course Sequence

Code	Title	Credits
NUR 702	Theoretical Foundations of Doctoral Nursing Practice	3
NUR 703	Professional Ethics	3
NUR 704	Statistics and Biostatistics	3
NUR 706		3
NUR 637	Epidemiology and Population Health	3
NUR 695	Public Policy Initiatives: Local to Global	3
NUR 709	Nursing Research for Evidence Based Practice	3
NUR 618	Advanced Pathophysiology	3
NUR 617	Advanced Pharmacology	3
NUR 616	Advanced Health Assessment	3
NUR 711	Principles of Anesthesia Practice	4
NUR 712	Physics, Chemistry and Equipment in Anesthesia	2
NUR 705	Patient Safety and Health Care Outcomes	3
NUR 713	Pharmacology of Anesthetic Agents	4
NUR 714	Advanced Physiology and Pathophysiology for Anesthesia Practice	4
NUR 715	Nurse Anesthesia Clinical Practicum I	1
NUR 716	Advanced Principles of Anesthesia Practice	3
NUR 717	Regional Anesthetic Management	1
ANES 718		1
NUR 719	Nurse Anesthesia Clinical Practicum II	2
NUR 751	Clinical Leadership and Interprofessional Collaboration	3
NUR 730	Advanced Anesthetic Management for Special Procedures	1

NUR 731	Clinical Practicum III	2
NUR 750	Translating Evidence Into Practice	3
NUR 732	Advanced Anesthetic Management for Special Procedures II	2
NUR 733	Clinical Practicum IV	2
NUR 880	DNP Project 1	4
ANES 734		1
NUR 735	Clinical Practicum V	2
NUR 882	DNP Project 2	3
NUR 736	Crisis Management in Anesthesia	1
NUR 737	Nurse Anesthesia Clinical Practicum VI	2
NUR 738	Transition to Advanced Nurse Anesthesia Practice	4

Total Credits **85**

Nursing

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

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 581 The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

NUR 582 School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing. Prerequisite(s): NUR 581

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618
Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 620 Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

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

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 656 Field Study in Public Health Nursing II

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. Prerequisite(s): NUR 650, NUR 655 Corequisite(s): NUR 651

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 670 Independent Study

NUR 672 Special Topics

NUR 673 Special Topics

NUR 675 Independent Study

NUR 691 Clinical Practicum II

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.

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM®-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Students examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based , competent care. Students advance in theoretical knowledge, clinical judgment. differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

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Doctor of Nursing Practice (DNP) - Post-Master's

Program Description

The La Salle Doctor of Nursing Practice (DNP) program is in response to the call for health care improvement and innovation. This post-Master's program is designed in accord with the American Association of Colleges of Nursing (AACN) Position Statement on Doctoral Education and The Essentials of Doctoral Education for Advanced Nursing Practice.

The program is a practice-focused doctorate with a strong clinical component designed for all health care environments providing opportunities for expert knowledge and skill development through completion of clinical hours and a final Scholarly Project. The program delivered online includes yearly Immersion experiences.

Mission

The mission of the La Salle University Nursing Programs is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

Program Goals

- Educate professional nurses to translate evidence for interprofessional practice in advanced nursing roles across community and health care settings.
- Meet the health needs of diverse individuals, families, groups, communities and populations through curricular and service activity.
- Support faculty and student scholarly activity that informs quality and safety in healthcare systems.

Program Specific Information

Students may enroll in the post-MSN program on a part-time (three credits/semester) or full-time (six credits/semester) basis. Required clinical hours vary depending on the student's entry level attainments; 1,000 hours of supervised post-baccalaureate clinical practice in an academic program is required. The La Salle plans of study are individualized and include at least 500, of the required 1000, clinical hours. Advanced Practice Nurses (CNS, CRNA, NP, and Nurse Midwives), as well as other Master's prepared nurses with a BSN may apply.

The DNP Student Handbook and DNP Project Manual can be found at <https://www.lasalle.edu/doctor-of-nursing-practice/>

Degree or Certificate Earned

DNP

Required for Program Completion

- Courses
 - 11-14
- Credits
 - 34-37 credits
- GPA
 - 3.0

Student Learning Outcomes

At the completion of program the student will be able to do the following:

- Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups in an APRN or advanced nursing practice (APN) role
- Facilitate inter-professional collaboration to provide patient-centered, quality, ethical and safe healthcare
- Analyze the impact of evidence based healthcare interventions on patient outcomes
- Evaluate health promotion and disease prevention efforts and outcomes to achieve quality healthcare
- Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations

- Enhance clinical judgment and decision-making abilities to address health promotion/disease prevention efforts for individuals, aggregates, or populations
- Utilize advanced communication and leadership skills to lead quality improvement and patient safety initiatives
- Promote culturally congruent and comprehensive healthcare services to all
- Analyze healthcare information systems/technologies to improve healthcare outcomes
- Demonstrate responsibility and accountability for ongoing professional development

Academic Requirements

The DNP Program consists of 34 credit hours beyond the master's degree. A statistics course and a graduate research course is required for admission. These courses are available as pre-requisites to the DNP.

Optional courses for project completion, if needed, are:

Code	Title	Credits
NUR 881	DNP Project Seminar	1
NUR 883	DNP Project 3	1
NUR 887	Clinical Practicum	1-2

Clinical practice hours for DNP students with less than 500 master's-level clinical hours will be individually evaluated based on their transcripts. Additional clinical hours can be completed in the Program in NUR 887 Clinical Practicum and may occur in the student's place of employment, or at health care organization sites in the state which the nurse is licensed. The practice component is conducted with the assistance of professional mentors or supervisors who practice in the community where the clinical is conducted. Goals and objectives of the practice experience are based on a gap analysis, and negotiated between the student and faculty.

DNP Project Requirement

The DNP Project (DNP P) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to nursing and meaningful to healthcare systems, processes, and/or outcomes.

Working closely with faculty members, students identify an issue or question within nursing practice that is of clinical interest and conduct a scholarly review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project and disseminate findings and recommendations.

The DNP P end-product will be a tangible practice-related deliverable. This scholarly project will be reviewed and evaluated by an academic committee. The DNP P should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including publication.

Course Sequence

Code	Title	Credits
Core Courses		
NUR 702	Theoretical Foundations of Doctoral Nursing Practice	3
NUR 703	Professional Ethics	3
NUR 609	Health Care Economics	3

Advanced Core

NUR 695	Public Policy Initiatives: Local to Global	3
NUR 637	Epidemiology and Population Health	3
NUR 704	Statistics and Biostatistics	3

Residency

NUR 705	Patient Safety and Health Care Outcomes	3
NUR 750	Translating Evidence Into Practice	3
NUR 751	Clinical Leadership and Interprofessional Collaboration	3
NUR 880	DNP Project 1	4
NUR 882	DNP Project 2	3

Optional

NUR 881	DNP Project Seminar (Pass/Fail)	1
NUR 883	DNP Project 3 (Pass/Fail)	1
NUR 887	Clinical Practicum (Pass/Fail)	1-2

Total Credits

37-38

Course Descriptions

Nursing

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

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 581 The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

NUR 582 School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing. Prerequisite(s): NUR 581

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618
Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 620 Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

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

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 656 Field Study in Public Health Nursing II

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. Prerequisite(s): NUR 650, NUR 655 Corequisite(s): NUR 651

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 670 Independent Study**NUR 672 Special Topics****NUR 673 Special Topics****NUR 675 Independent Study****NUR 691 Clinical Practicum II**

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.

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM®-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Students examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based , competent care. Students advance in theoretical knowledge, clinical judgment. differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

Faculty

Program Administration and Faculty:

Kathleen Czekanski, Ph.D., RN, CNE
Dean, School of Nursing and Health Sciences

Patricia Dillon, Ph.D., RN, CNE
Professor and Chair Graduate Programs

Jeannine Uribe, PH D, RN

DNP Coordinator

Joan Frizzell, Ph.D., CRNP, ANP-BC, RN

Jeannine Uribe, Ph.D., RN

Jesse Wool, Ph D (c), MBE, BSN, RN, CCRN

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Graduate Nursing Programs

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Doctor of Psychology in Clinical Psychology (Psy.D.)

Program Description

The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in either psychology or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option, which allows two levels of the program to be completed over four calendar years for a maximum timeframe of seven years from entry to degree completion. The program follows the practitioner-scholar model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study. The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology. The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers three areas of concentrated study for students with particular career interests:

1. General Clinical Practice,
2. Child Clinical Psychology, and
3. Clinical Health Psychology.

Mission

La Salle University's Psy.D. Program in Clinical Psychology strives to educate and train students in the science and practice of clinical psychology so that they may function effectively in a variety of professional psychology roles including, but not limited to, psychotherapy, psychological assessment, and clinical research. The program is based on the practitioner-scholar model of professional training and emphasizes a cognitive-behavioral theoretical orientation. Evidence-based practice, psychological science, psychological theory, ethics and professional standards, and sensitivity to and awareness of diversity and individual differences are embedded throughout the curriculum.

Program Specific Information

Accreditation

The Psy.D. Program in Clinical Psychology is accredited by the American Psychological Association. For general information about APA accreditation or specific information about the accreditation status of the Psy.D. Program at La Salle University, please contact:

Jaqueline Remondet Wall, Ph.D.

Director, Office of Program Consultation and Accreditation

Associate Executive Director, Education Directorate

American Psychological Association

750 First Street, NE

Washington, DC 20002-4242

(202) 572-3037

Visit the Web site at: <https://accreditation.apa.org>

Degree Requirements

Students earn a Master of Arts degree in Clinical Psychology after successfully completing Level I and Level II courses and passing Part I of the Comprehensive Examination.

Upon satisfactory evaluation by the faculty, the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

- 114 graduate credits of course work as designated.
- The Comprehensive Examination, Parts I and II (See Student Handbook for details)
- The Practicum Progression
- The Clinical Internship
- The Clinical Dissertation

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. The deadline for the completed Psy.D. application, and

all required supporting documents, is December 4, 2023 11:59 EST. Any application materials received after December 4 will not be considered.

To be accepted for admission to the program, a candidate must:

- Complete the Application for Admission which may be accessed at <https://www.lasalle.edu/grad/apply/>. It is recommended that the application is submitted before arranging to have transcripts and test scores mailed to La Salle University.
- Provide 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 3.0 on a 4.0 scale; those with an M.A., a 3.2. Competitive applicants have a 3.5 GPA or higher. The record should show the completion of 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Personality, Statistics, Methodology and Tests and Measurements (Students lacking these required courses will be required to complete them prior to matriculation).
- Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study.
- Provide acceptable scores on the Verbal Reasoning, Quantitative Reasoning, and Analytical Writing sections of the Graduate Record Examination (GRE). These are used in combination with grades and professional experience to inform admission decisions. Minimum scores of 148 on both the Verbal Reasoning and Quantitative Reasoning sections of the GRE are strongly recommended. Our Institution Code is R2363. For more information please go to www.gre.org (<http://www.gre.org>). **Note: The GRE requirement will be waived for applications for the 2024-2025 academic year, which are due DECEMBER 4, 2023.**
- Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by World Education Services ([wes.org](http://www.wes.org) (<http://www.wes.org>)).
- Provide three letters of recommendation from professors or supervisors familiar with the academic/professional and personal qualifications of the applicant. Letters of recommendation from on-line services are not acceptable. When you are completing the online application, you will be sending an email request to your recommenders that will ask them to complete and upload their letter of recommendation. You should arrange for your recommenders in advance of beginning your application.
- Provide a current Curriculum Vitae (this will be uploaded with the application).
- Provide a personal statement (double-spaced, not to exceed two pages) that describes all of the following: why you want to pursue a Psy.D.; why La Salle's program is a good fit with your career goals (mention specific faculty expertise if applicable); your experience working with clinical populations; your experience conducting research; and your interest in and experience working with the community and historically underserved and/or marginalized populations (can include but is not limited to low SES, rural populations, ethnic/racial minorities, LGBT populations, immigrant families, individuals with disabilities or chronic illness, service learning). (this will be uploaded with the application).
- All finalists are required to attend a personal interview.

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

The Application for Admission may be completed online. Personal statements and CV's must be uploaded when completing the application. It is best to have these documents and the e-mail contact information for your three recommenders ready when you begin your application. It is recommended that the application be submitted before arranging to have transcripts and test scores mailed to La Salle University.

Documents that are not uploaded, such as transcripts and test scores should be sent directly from the institution or testing service to the following address:

Office of Graduate Enrollment
La Salle University- Box 826
1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100/ Fax 215.951.1462
grad@lasalle.edu

Degree or Certificate Earned

M.A., Clinical Psychology, Psy.D., Clinical Psychology

Required for Program Completion

- Courses
 - 25 core classes
 - 10 advanced electives
 - 4 dissertation seminars
 - 6 practicum seminars
- Credits
 - 114 credits
- GPA
 - Minimum GPA required throughout program.

Program Goals

- The preparation of practitioners of clinical psychology who understand the scientific body of knowledge that serves as the foundation of clinical practice.
- The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, core clinical skills essential for effective professional practice.
- The preparation of practitioners of clinical psychology who demonstrate an understanding of, and competency in, professional standards and ethics as well as the impact and importance of issues of cultural and individual diversity on clinical practice.
- The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, emerging and expanding roles for the professional psychologist.
- The preparation of practitioners of clinical psychology able to contribute to and utilize the existing body of knowledge and empirical findings in the science of psychology, to inform and enhance the applications of clinical psychology and to view the profession of clinical psychology as requiring life-long learning.

Student Learning Outcomes

At the completion of this program, the student should be able to do the following:

- demonstrate foundational knowledge of the theories as well as the empirical evidence supporting the theories of personality, social

psychology, cognitive aspects of behavior, human development, biological aspects of behavior, and psychopathology;

- understand the history of psychology as it pertains to the development of these theories and their scientific foundations;
- develop effective professional relationships with the persons they serve as well as with professional colleagues and supervisors;
- conduct a diagnostic assessment;
- implement psychological interventions supported by the empirical literature;
- identify how individual differences and diversity impact psychological diagnosis and treatment;
- understand the APA code of ethics and how it is applied to clinical situations, and be able to critically evaluate ethical dilemmas in professional psychology;
- employ theories of clinical supervision in practice scenarios;
- identify how they use supervision when conducting diagnostic assessments and interventions as student clinicians;
- describe the value of professional consultation in general and as it is applied to specific clinical cases;
- understand the logic of statistical analysis, be able to conduct a variety of univariate and multivariate statistical techniques, understand research methods, be able to develop and implement a research study, know how to select appropriate statistical analyses for a particular research question, be aware of ethical considerations for conducting research, and know the basic elements of manuscript preparation for professional publication;
- evaluate scientific research in the selection and implementation of clinical interventions and utilize clinical data to inform diagnostic formulations and treatment plans.

Financial Aid

For financial aid information, please visit the Financial Aid website (<https://www.lasalle.edu/financialaid/>).

Other Financial Aid Resources

APA'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.

Transfer Credit

The La Salle Psy.D. Program curriculum was thoughtfully and carefully designed in line with APA Standards of Accreditation. Ultimately our programmatic stance is that the doctoral degree you earned should reflect the learning you engaged in while at La Salle. That said, students who have completed graduate work in psychology or a closely related discipline, may apply for credit transfers. Transfers are granted in exceptional circumstances and typically only some courses are eligible for transfer. Social Psychology, Developmental Psychology, Psychopathology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement and Statistical Analysis and Research Methodology are the most commonly considered. In very rare cases, other courses may be considered for transfer but this will only be done at the discretion of the relevant teaching faculty and Program Director under unique circumstances. Clinical and intervention courses are almost never granted transfer approval. Credit may be awarded for previous coursework only if they meet the Program's equivalency criteria with regard to course content and competency level. Faculty will evaluate the syllabi/documentation submitted and transfer will only be

considered if the previous course overlaps with the La Salle University course syllabus by 80%. Decisions in this regard will be made on a case-by-case basis. The absolute maximum number of courses transferred cannot exceed 18 credits of foundations coursework. Students must submit written request for transfer to the Program Director through the Administrative Assistant prior to August 1 of the year that they enroll in Level I and must include syllabi and any other supporting documentation. Course transfer approval does not exempt the student from needing to take the Foundations Exam at the end of Year 1 or from completing any other program milestones.

Tuition and Fees

Students may find the tuition and fee schedule on the Financial Aid website (<http://www.lasalle.edu/financialaid/undergraduate-tuition-and-fees/>).

Tuition Assistance

A limited amount of tuition-reduction funding is available for full-time students enrolled in the first level of the program. To qualify, students must contact the financial aid office and apply for federally funded work-study (through submission of a FAFSA form). While students do not have to accept an offer for work-study, this process allows the Psy.D. Program to verify financial need. Students who qualify for work-study thus also qualify for consideration for the limited tuition-reduction funding available in the first year of the program.

Academic Requirements

In its entirety, the program is 114 graduate credits—75 credits of required courses shared by all students, 12 credits specific to the chosen area of concentration, 18 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers three concentrations: General Practice, Child Clinical Psychology, and Clinical Health Psychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based, and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration and will complete their Clinical Dissertation in their chosen concentration. The program requires the completion of a practicum progression and full-year clinical internship (see Psy.D. Student Handbook for details).

Over the course of enrollment in the program, students are required to complete three years of practicum. One practicum includes externship, clinic team, and Practicum Seminars. Externship training typically involves two days of supervised clinical work for a 9-12 month period of time at an off-campus clinical training site. Clinic team includes a year-long rotation in the LUCPS Student Training Clinic under the supervision of program faculty. Practicum Seminar includes a 1-hour seminar class in which issues related to professional clinical development are discussed. The practicum progression is designed to provide the student with both depth and breadth of clinical training experience. Each student will be expected, over the course of study, to have experience with a range of roles, settings, populations, clients, clinical problems, and techniques. Students typically begin clinical practicum in the summer or fall after the Level I Academic Year.

There is a minimum requirement of 600 on-site training hours for the practicum experience per year (for a total of 1800 hours). Additionally, a minimum of 500 direct patient hours (intervention + assessment) are required to apply for internship.

The clinical internship is a one-year, full-time (or two-calendar-year, part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica and Comprehensive Examination Parts I and II, has successfully defended the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

Course Sequence

Effective Jan. 1, 2007, all APA-accredited programs must disclose education/training outcomes and information allowing for informed decision making to prospective doctoral students. This information can be found here (<https://www.lasalle.edu/doctor-of-psychology/wp-content/uploads/sites/124/2019/08/2019-Stats-for-the-packet-7-16-19.pdf>).

A typical course progression can be found here (<https://www.lasalle.edu/doctor-of-psychology/wp-content/uploads/sites/124/2020/05/course-sequence-may2020.pdf>).

Courses Required of All Students (75 hours)

Code	Title	Credits
Courses Required of All Students		
PSY 700	Psychotherapy I: Individual Approaches	3
PSY 701	Biological Bases of Behavior	3
PSY 702	Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process	3
PSY 703	Human Behavior IV: Social Bases	3
PSY 704	Psychopathology I: Adult Psychopathology	3
PSY 705	Psychotherapy II: Group and Systemic Approaches	3
PSY 706	Interviewing and Psychotherapy Laboratory	3
PSY 707	Psychopathology II: Child and Adolescent Psychopathology	3
PSY 708	Human Behavior I: Developmental Bases	3
PSY 709	Psychological Assessment I: Cognitive Assessment	3
PSY 710	Psychological Assessment III: Integrative Assessment Battery	3
PSY 711	Human Diversity	3
PSY 713	Human Behavior II: Cognitive Psychology	3

PSY 714	Human Behavior III: Personality and Individual Differences	3
PSY 724	History and Systems of Psychology	3
PSY 730	Psychological Assessment II: Personality and Behavioral Assessment/Objective Methods	3
PSY 740	Advanced Cognitive Behavior Therapy: Theory and Application	3
PSY 750	Psychopharmacology	3
PSY 766	Working with Families in Clinical Psychology	3
PSY 770	Psychological Measurement and Statistical Analysis	3
PSY 771	Research Methodology	3
PSY 772	Psychometrics & Adv Res Topics	1
PSY 784	Consultation and Education	3
PSY 785	Introduction to Professional Practice, Ethics and Conduct	3
PSY 787	Supervision and Management	3

Advanced Electives

PSY 741	Advanced Seminar in Psychotherapy and Clinical Practice	3
PSY 719	Psychological Assessment of Children and Adolescents	3
PSY 753	Pediatric Psychology	3
PSY 762	Advanced Seminar in Clinical Child and Family Psychology	3
PSY 765	Child and Adolescent Psychotherapy	3
PSY 751	Clinical Health Psychology I: Introduction to Behavioral Health	3
PSY 752	Clinical Health Psychology II: Working with Medically Ill Populations	3
PSY 757	Neuropsychology I: Fundamentals of Neuropsychological Assessment	3
or PSY 753	Pediatric Psychology	
PSY 792	Professional Ethics	3

General Clinical Practice

12 Credits		
PSY 741	Advanced Seminar in Psychotherapy & Clinical Practice	3
Clinical Elective		3
Clinical Elective		3
Child Clinical Psychology		
(12 credits)		
PSY 719	Psychological Assessment of Children and Adolescents I	3
PSY 753	Pediatric Psychology	3
PSY 762	Advanced Seminar in Clinical Child and Family Psychology	3
Clinical Health Psychology		
(12 credits)		
PSY 751	Clinical Health Psychology I	3
PSY 752	Clinical Health Psychology II	3
PSY 757	Neuropsychological Assessment I	3
or		
PSY 753	Pediatric Psychology	3
And		
Clinical Elective		3

Doctoral Practicum

PSY 782	Doctoral Practicum I/ Practicum Seminar I	3
PSY 783	Doctoral Practicum I/ Practicum Seminar I	3
PSY 788	Doctoral Practicum II/Practicum Seminar II	3
PSY 789	Doctoral Practicum II/Practicum Seminar II	3
PSY 794	Doctoral Practicum III/Practicum Seminar III (Optional) (Optional)	3
PSY 795	Doctoral Practicum III/Practicum Seminar III (Optional) (Optional)	3
Clinical Dissertation		
PSY 882	Clinical Dissertation Seminar I	1
PSY 883	Clinical Dissertation Seminar II	2
PSY 884	Clinical Dissertation Seminar III	2
PSY 885	Clinical Dissertation Seminar IV	1
PSY 888	Clinical Dissertation Sem VII (if necessary)	1
Clinical Internship		
Complete 9 hours of Clinical Internship		9
<i>Full Time</i>		
PSY 800	Full-Time Clinical Internship	
PSY 801	Full-Time Clinical Internship	
PSY 802	Full-Time Clinical Internship	
<i>Part Time</i>		
PSY 870	Part-Time Clinical Internship	
PSY 871	Part-Time Clinical Internship	
PSY 872	Part-Time Clinical Internship	
PSY 873	Part-Time Clinical Internship	
PSY 874	Part-Time Clinical Internship	
PSY 875	Part-Time Clinical Internship	
PSY 765	Child and Adolescent Psychotherapy	3

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 symptomatology, etiology, maintaining factors, and diagnostic issues will be examined in detail. Students will receive an introduction to the use of the DSM-IV.

PSY 705 Psychotherapy II: Group and Systemic Approaches

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support. Prerequisite(s): PSY 700

PSY 706 Interviewing and Psychotherapy Laboratory

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

PSY 707 Psychopathology II: Child and Adolescent Psychopathology

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence. Prerequisite(s): PSY 704

PSY 708 Human Behavior I: Developmental Bases

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

PSY 709 Psychological Assessment I: Cognitive Assessment

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology. Corequisite(s): PSY 770

Course Descriptions

Psychology

PSY 700 Psychotherapy I: Individual Approaches

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

PSY 701 Biological Bases of Behavior

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness, and cortical functioning will also be explored.

PSY 710 Psychological Assessment III: Integrative Assessment Battery
This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data. Prerequisite(s): PSY 709 and 730

PSY 711 Human Diversity
This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds. This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider "normal" versus "abnormal." We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA's guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society's acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists' acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

PSY 713 Human Behavior II: Cognitive Psychology
This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

PSY 714 Human Behavior III: Personality and Individual Differences
This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

PSY 719 Psychological Assessment of Children and Adolescents
This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child's world. Prerequisite(s): PSY 709 and 730

PSY 720 Psychological Assessment of Children and Adolescents II
This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population. This is an Independent Study that runs pending faculty availability and program director approval. Prerequisite(s): PSY 719

PSY 724 History and Systems of Psychology
This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various "systems" or "schools" of psychology in the 20th century.

PSY 730 Psychological Assessment II: Personality and Behavioral Assessment/Objective Methods
This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RF, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted. Prerequisite(s): PSY 709

PSY 740 Advanced Cognitive Behavior Therapy: Theory and Application
This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class. Prerequisite(s): 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(s): PSY 740

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(s): PSY 701

PSY 751 Clinical Health Psychology I: Introduction to Behavioral Health
Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/ dependency, and tobacco addiction.

PSY 752 Clinical Health Psychology II: Working with Medically Ill Populations

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary cancer as well as cancer, and we will also integrate issues that have been found to be important when working within primary care or oncology. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. Finally, we will use case examples in discussing disease processes and clinical therapy interventions. Prerequisite(s): PSY 751

PSY 753 Pediatric Psychology

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

PSY 757 Neuropsychology I: Fundamentals of Neuropsychological Assessment

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted. Prerequisite(s): PSY 701 Corequisite(s): 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. This is an Independent Study that runs pending faculty availability and program director approval. Prerequisite(s): PSY 757

PSY 762 Advanced Seminar in Clinical Child and Family Psychology

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

PSY 765 Child and Adolescent Psychotherapy

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

PSY 766 Working with Families in Clinical Psychology

This course is designed to provide clinical psychology students with an understanding of the major concepts in the field of family therapy, as well as a comprehensive overview of systems approaches. The course will provide a thorough examination of the classic schools of family therapy and an overview of recent developments in the field. The 'intra'-personal, 'inter'-personal and 'inter'-systemic dimensions of diagnosis and treatment will be explored. The concepts of family of origin, family functioning, structure, strength, and narratives will be studied. The ethical considerations in treating a family, a couple or an individual will also be explored, examined, and discussed.

PSY 770 Psychological Measurement and Statistical Analysis

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project. Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

PSY 771 Research Methodology

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research. Prerequisite(s): PSY 770

PSY 772 Psychometrics & Adv Res Topics

This course is designed to provide an in-depth understanding of psychometric theory and its applications in practice and research. The course will cover the principles and methods of psychometric measurement, including test construction, reliability, validity, factor analysis, item response theory, and classical test theory, and advance research methods topics including path analysis, and structural equation modeling.

PSY 779 Special Topics

PSY 782 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 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 787 Supervision and Management

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are explored. The student should have completed the first practicum before enrolling in this course.

PSY 788 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 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 790 Special Topics**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 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 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 796 Doctoral Practicum IV**PSY 797 Practicum IV****PSY 800 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. Restriction(s): With Permission of Director of Clinical Training

PSY 801 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. Restriction(s): With Permission of Director of Clinical Training

PSY 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. Restriction(s): With Permission of Director of Clinical Training

PSY 850 Special Topics**PSY 851 Special Topics: Assess & Stats****PSY 852 Special Topics****PSY 853 Special Topics****PSY 860 Dissertation Project Advancement**

This 1-credit independent study will provide expert mentoring to a student from her/his Chair for accomplishing the tasks necessary to complete her/his dissertation proposal or final dissertation document and successfully defend it. Course materials may include readings, data-analysis software, or other research software platforms.

PSY 861 Diagnostic Interviewing

This 1-credit independent study focuses on the refinement of diagnostic interviewing competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

PSY 862 Treatment Planning and Implementation

This 1-credit independent study focuses on the refinement of treatment planning and implementation competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

PSY 870 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. Restriction(s): With Permission of Director of Clinical Training

PSY 871 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. Restriction(s): With Permission of Director of Clinical Training

PSY 872 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. Restriction(s): With Permission of Director of Clinical Training

PSY 873 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. Restriction(s): With Permission of Director of Clinical Training

PSY 874 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. Restriction(s): With Permission of Director of Clinical Training

PSY 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. Restriction(s): With Permission of Director of Clinical Training

PSY 882 Clinical Dissertation Seminar I

This seminar introduces students to the first step in the clinical dissertation process: developing a research topic in conjunction with securing a dissertation Chair and Committee. Students will learn how to conduct a preliminary literature search, effective methods for managing and organizing information obtained, and strategies for developing proposal introductions. They will identify the general type of research method they will employ for their projects. Prerequisite(s): PSY 771

PSY 883 Clinical Dissertation Seminar II

In this seminar students continue the clinical dissertation process by refining their research topics, specifying their research questions or hypotheses, and developing the research methods for their projects. Students will write drafts of their Introduction and Methods sections of their dissertation proposals, outline their Discussion sections, and create drafts of Powerpoint presentations of their projects. Prerequisite(s): PSY 882

PSY 884 Clinical Dissertation Seminar III

In this seminar students continue the clinical dissertation process. Students will complete all sections of their dissertation proposals and IRB applications (if applicable), present their proposals to the class, and defend their proposals to their dissertation committees. After IRB approval, students will begin executing their projects, which may include recruiting research subjects, data collection, data entry, data checking and cleaning, or data analyses. Prerequisite(s): PSY 883

PSY 885 Clinical Dissertation Seminar IV

In this seminar students continue the clinical dissertation process. Students will complete any remaining research subject recruitment, data collection, data analyses, and write the results and discussion sections of their dissertation manuscripts. Complete dissertation manuscripts will be edited regarding compliance with journal article reporting standards. Students' final task in the dissertation seminar sequence is preparation of a Powerpoint file to be presented to their dissertation committees as part of their final oral dissertation defense. Prerequisite(s): PSY 884

PSY 886 Clinical Dissertation Seminar V

This seminar is for students who have not completed the dissertation process. Their tasks may include completion of research subject recruitment, data collection, data analyses, or writing the results or discussion sections of their dissertation manuscripts. Complete dissertation manuscripts will be edited regarding compliance with journal article reporting standards. Students' final task in the dissertation seminar sequence is preparation of a Powerpoint file to be presented to their dissertation committees as part of their final oral dissertation defense. Prerequisite(s): PSY 885

PSY 888 Clinical Dissertation Sem VII

Continuation course for students who have not completed the dissertation.

Faculty

Program Director: Elizabeth Goetter, Ph.D.

Director of Clinical Training: Nataliya Zelikovsky, Ph.D.

Director, La Salle University Community Psychological Services: Kenneth Gold, Ph.D.

Director of Psy.D. Research and Dissertations: Sharon Armstrong, Ph.D.

Full Professors: Cardaciotto, Collins, Fingerhut, Zelikovsky

Associate Professors: Armstrong, Goetter, Montague, Moon, Roth

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Core Adjunct Faculty (Instructors): Bowenschulte, Brooks, Dougherty,

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Courses: A-Z

A

- Accounting (ACC) (p. 258)
- Analytics (ANA) (p. 259)

B

- Bilingual/Bicultural Studies (BLS) (p. 259)
- Business Administration (BUS) (p. 263)
- Business Systems & Analytics (BSA) (p. 263)

C

- Central European Studies (CES) (p. 264)
- Comm Sciences & Disorders (COSD) (p. 267)
- Communication (COM) (p. 269)
- Computer Information Science (CIS) (p. 271)
- Cybersecurity (CYB) (p. 273)

E

- Econ Crime Forensics (ECF) (p. 273)
- Economics (ECN) (p. 274)
- Education (EDC) (p. 274)
- English (ENG) (p. 280)

F

- Finance (FIN) (p. 281)
- Fraud & Forensic Acct (FACC) (p. 282)

G

- Gerontology (GERO) (p. 282)
- Graduate Religion (RLE) (p. 282)

H

- Health Care Administration (HCA) (p. 286)
- Health Science (HSC) (p. 286)
- History (HIS) (p. 286)
- Human Capital Development (HCD) (p. 286)

I

- Information Tech Leadership (INL) (p. 286)
- Instructional Technology Mgt (ITM) (p. 286)
- Integrated Studies (INST) (p. 286)

M

- Management (MGT) (p. 286)
- Management Information Systems (MIS) (p. 287)
- Marketing (MKT) (p. 287)
- Marriage Family Therapy (PMFT) (p. 288)
- Master of Education (RTC) (EDM) (p. 289)
- Masters of Business Admin (MBA) (p. 291)

N

- Negot & Conflict Resolution (NCR) (p. 292)
- Nonprofit Leadership (NPL) (p. 293)
- Nursing (NUR) (p. 294)
- Nutrition (NUTR) (p. 301)

P

- Prof Clinical Counseling (PCC) (p. 302)
- Prof Counsel/Marriage Family (PCMF) (p. 304)
- Psychology (PSY) (p. 307)
- Public Health (PHLT) (p. 311)

R

- Religion (REL) (p. 314)

S

- Social Work (SWK) (p. 314)
- Speech Language Hearing (SLH) (p. 317)

T

- Teaching Eng Second Language (TSOL) (p. 317)
- Theology (THD) (p. 318)

U

- University Studies (UNS) (p. 321)

Accounting (ACC)**ACC 704 Financial Accounting Theory and Current Practices**

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(s): MBA 691

ACC 731 Accounting Analytics

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of individuals in the different accounting fields. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math. Prerequisite(s): MBA 691

ACC 764 Federal Taxation and Regulation

This course develops skills in identifying and researching issues in taxation, and explores advanced topics in federal taxation of individuals, property transactions and business entities including C corporations, partnerships, S corporations, trusts and estates and tax-exempt organizations. Additional topics include coverage of ethics and responsibilities in tax practice and differences between tax and financial accounting. This course entails the hands-on use of the tax research service 'CCH IntelliConnect' and prepares students interested in sitting for the REG section of the CPA exam. Prerequisite(s): Enrollment in the 4-Year BS/MBA Program or the OY MBA Program

ACC 770 Advanced Accounting Topics and Governmental Accounting

This course assesses special topics in accounting including international accounting, estate and trust, bankruptcy and fund accounting, including governmental, non-for-profit, and hospital accounting. This course prepares students interested in sitting for the FAR section of the CPA exam. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 780 Applied Research in Accounting

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 691 and Approval of supervising professor and program director

ACC 782 AIS, ERP, and Accounting Analytics

This course offers an enhanced understanding of accounting information systems (AIS) through hands-on exercises and internal control analyses. This course provides experience in a comprehensive enterprise resource planning (ERP) system, namely SAP. Using traditional business transactions, students will experience the complexities of an ERP system, become familiar with the internal control problems specific to ERP systems, and understand the similarities to, and differences from, traditional accounting systems. It includes hands-on experience creating and analyzing transactions in SAP modules; assessing the modules' internal controls; and synthesizing current AIS/ERP issues, such as security and privacy, disaster recovery, block chain, cryptocurrencies, anti-fraud, and audit resources, control and audit systems, and XBRL. It also includes hands-on exercises in Lumira, a data visualization and accounting analytics application. Prerequisite(s): A grade of "B" or better in MBA 615 or equivalent; A grade of "B" or better in MBA 691 or equivalent"

ACC 784 Adv Auditing/ Fin Forensics

This is an advanced course that assumes students have a strong background in auditing with either an undergraduate course in auditing or work experience as an auditor. The course utilizes CPA Examination Review materials, quizzes, and testing to prepare students for the CPA Examination while expanding their knowledge in professional ethics, risk assessment, internal control, audit evidence, auditor's reports and forensic services. Financial forensic methodology is examined as an example of other services performed by Certified Public Accountants focusing on the Rules of Evidence, preparing an expert witness report, and ethical considerations.

ACC 790 Special Topics in Accounting

This course will explore a topic of contemporary interest related to accounting. Topics will vary and may include Decision-Making Using Management Accounting, Applying Research Skills to Contemporary Accounting Issues; and Fraud and Forensic Accounting. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 691, and other prerequisite(s) may be required depending on the topic

ACC 791 Decision-Making Mgt Acct

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

Analytics (ANA)

ANA 615 Optimization Methods for Data Analytics

This course introduces students to mathematical models that can be employed to make informed decisions in a wide variety of data-driven fields, including (but not limited to) finance, banking, marketing, health care, retail, manufacturing, and transportation. Goals such as increasing revenue, decreasing costs, and improving overall efficiency of operations in the face of various constraints are considered. Students learn to recognize when a problem lends itself to a particular type of model, formulate the model, and use appropriate methods to solve or extract information from the model. Particular emphasis is placed on linear programming (with exposure to network models and integer programs) and the simplex method. Forecasting, inventory management, and queueing models, as well as Markov chains, are also studied. Additional topics covered include sensitivity analysis, duality, decision analysis, and dynamic programming. Software (both spreadsheets and a computer algebra system) is employed consistently throughout the course to expedite the solution and analysis process; emphasis will be placed on the practical application of models rather than on the models' mathematical properties. Prerequisite(s): ANA 613

Bilingual/Bicultural Studies (BLS)

BLS 500 Urban Spanish I

These five (5) courses are intensive language courses taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. The courses use current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level.

BLS 501 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 502 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 503 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 504 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 505 Urban Spanish Series

An intensive language course taught by instructors familiar with the pronunciation, intonation, and idiomatic characteristics of Spanish. This course uses current language methodologies and are extensively individualized. Teachers, police officers, social workers, and nurses, for example, develop special vocabularies that increase their effectiveness in communicating with Spanish-speakers. Tests (in Spanish) evaluate oral and written competency of the candidate at each level. Length: Eight weeks (twice a week)

BLS 506 Puerto Rico: Lang & Cult II

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

BLS 508 Workshops and Symposia

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

BLS 511 Language and Culture of Puerto Rico I

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 (Summer I Session)

This is an intensive language course for advanced Spanish students and forms part of the Immersion Program. Emphasis is placed upon group work that provides students with practice in listening and speaking in Caribbean Spanish. Students discuss contemporary themes and cultural characteristics of Puerto Rican society. Readings are from Puerto Rican short stories, essays, poems, and periodicals.

BLS 520 Field Experience in the Latino Community

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

BLS 570 Special Topics**BLS 571 Conflict of Cultures****BLS 574 Intro To Grad Res & Wrtnng****BLS 575 Special Topics****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.

BLS 601 Techniques of Teaching English to Speakers of Other Languages

The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

BLS 602 History of Spain and the Americas

This course treats the history and culture of the major Latino groups in the United States, especially those from the Caribbean. Emphasis is placed on such topics as Puerto Rico's special relationship with the United States, Latino populations (e.g., Cuban, Dominican, Mexican, and Central American) in the United States, and the historical relationship between Latino and Anglo communities.

BLS 603 Literature of Spanish America

This course is designed to familiarize the student with Spanish American culture and literature as seen through major literary works. Students read novels, short stories, essays, and poetry from the pre-Columbian period to the 21st century. A cultural, sociological, and literary approach is emphasized in order to explore Spanish America's diverse societies.

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

Focusing on the ethnicity, language, and cultural and social stratification of minorities, with an emphasis on that of Latinos, this course analyzes contemporary American opportunity, family and class structures, social mobility, migration, the so-called "culture of poverty," urbanism, and related concepts and issues. Certain psychological dimensions, such as self-concept and the self-fulfilling prophecy, are also examined.

BLS 605 Curriculum and Development of Bilingual Programs

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 objective of this course is to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, and "learning to learn" methods. The curriculum includes an analysis of academic language in content and texts and provides for a discussion of metacognitive processes and strategies that may be used in the classroom. Additionally, the role of learning styles and multiple intelligences is examined together with the rationale for and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

BLS 607 Art and Culture of Spanish America

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 608 Research Methods in TESOL

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public schoolbased) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

BLS 609 Language Study for Educators

This course serves as a practical foundation in linguistics and its subbranches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds, and moves gradually through to morphology, syntax, semantics, and pragmatics, and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

BLS 610 Comparative Analysis English/Spanish

This course studies the comparative/contrastive grammar in the English-Spanish language pair. The course includes intensive practice in reading comprehension, "skim, scan, main idea, key words", sequence of events, usage, error detection, synonyms, and most common translation problems in terms of grammar, vocabulary, idioms, and slang. Registers of speech are also explored.

BLS 611 Fundamentals of Interpretation

This course introduces the basic skills of interpretation: public speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students learn terminology research and professional skills: general business practices and ethics. Practicum emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

BLS 612 Consecutive Interpretation and Sight Translation

This course builds on the practical and theoretical foundation laid in BLS 611, 'Fundamentals of Interpretation'. In consecutive interpreting, students learn to identify the implicit structural organization of an extemporaneous speech by presenting and interpreting speeches of this type. The course reinforces the ability to perceive essential meaning and introduces note-taking techniques. It emphasizes clarity of expression, correct style and grammar, proper diction, and polished presentation. Note taking and sight translation are introduced in the latter part of the course. Prerequisite(s): BLS 611

BLS 613 Simultaneous Interpretation

In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style.

BLS 614 Legal Interpretation

This course further develops the skills in consecutive interpretation with note taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses and produce interpretations that would be of acceptable quality in a professional setting. Students are introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom strives to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students refine their note-taking skills, and special attention is given to develop stamina and maintain concentration while under stress in the courtroom. Assessment takes into account both accuracy and fluency in delivery.

BLS 615 Health-Care Interpretation

This course provides information on the health-care system in the United States, medical terminology, code of ethics for medical interpreters, and use of interpreters in health-care situations. In consecutive interpreting, students continue to enhance their memory and note-taking skills. They work on detecting and correcting problems from the listening stage to the delivery stage. In simultaneous interpreting, students work on polishing their delivery and language register. In sight translation, students become familiar with the different forms used in hospitals and health-care centers. Peer-assessment and self-assessment are encouraged in order to bring awareness of the importance of self-monitoring in interpreting. Furthermore, this course discusses current issues in health-care interpreting and provides information for further development in the profession.

BLS 616 Business Interpretation

This course introduces simultaneous interpreting with text, so that students learn to use visual or written materials appropriately to enhance their accuracy and completeness when interpreting. Conference interpreting is practiced in class, with students carrying on research and preparation for "conferences," including compilations of glossaries and topic research. A code of ethics for conference interpreters is discussed, as well as booth etiquette. In consecutive interpreting, students continue to develop their note taking skills and interpret longer utterances without interruption. Speech production aspects such as voice, fluency, and pacing are assessed as well. Material for practice comes from diverse business areas such as banking, finance, world economic issues, and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade peer exercises, and provide self-assessment. The purpose of these assignments is to develop confidence and assertiveness in students and resources for them so they are able to deal with nuances of meaning and accuracy in interpretation while delivering the interpretation smoothly and naturally in their target language.

BLS 617 Technology: Applications in Translation and Interpretation

This course analyzes current tools to enhance and speed the translation process. These tools include word processors as well as CAT (computer-assisted translation), voice-recognition, and proofreading tools. The course explores and discusses their practical applications and features in terms of pricing, productivity, user-friendliness, quality output, and compatibility with other tools. The course examines simultaneous interpretation and video and telephonic interpreting in terms of both the software and hardware available to perform these types of interpreting and the job opportunities for interpreters in these growing areas. The course also introduces students to new fields in which translation and interpretation skills are being applied, such as subtitling, web and software localization, and voice-over, along with the tools needed to work in these fields. Students will become familiar with tools and resources to aid them in launching a translation and interpretation business and in keeping current with new advances in the industry.

BLS 620 Independent Study

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

BLS 630 Special Topics**BLS 631 Special Topics****BLS 632 Special Topics****BLS 633 Special Topics****BLS 634 Special Topics****BLS 635 Myths and Legends in Caribbean and Latin American Literature****BLS 637 Special Topics****BLS 639 Advanced Spanish Grammar and Syntax**

This course is designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. It includes intensive oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world. (*In Spanish*)

BLS 640 Translation Studies: Theory and Practice

The first stage of this course is theoretical. Examining statements on the art of translation acquaint students with typical issues experienced by literary translators. Focusing on individual solutions to translation problems heightens awareness of the challenges of working interculturally and independently. Reading essays on the process of translation helps students understand what the field of translation studies has come to mean in abstract terms. Using explanations of the history of translation and of current theories helps students to develop a broad perspective on the field as a whole as they begin to incorporate standard terms in their own usage. The second stage of this course is practical. Newspaper articles are examined as examples of language posing different challenges that, when identified, prompt the appropriate stylistic choices for a translator. Discussion and collaborative in-class translations of examples of each type complement the individual work done outside of class.

BLS 641 Professional Uses of Spanish: Medical

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 covers sectors of the business world in which consecutive interpretation is frequently used and emphasizes sequential logic in note taking and accurate terminology in delivery.

BLS 643 Professional Uses of Spanish: Legal

A series of legal documents are analyzed for their technical features in order to grasp some of the systemic and cultural complexities that need to be understood in order to bridge the gap between lawyer and client when Spanish and English are both involved in a common legal proceeding. Deeds, lease agreements, liens, living wills, and powers of attorney, all commonly used documents in the U.S. today, are translated. Students learn how to communicate efficiently with Spanish-speaking clients as well as to relay their verbal messages to a lawyer or a court. Through sight translation of written testimony (for example, letters or statements from clients), students practice basic skills of court translation. Attention is given to registers of speech (slang, police jargon, legal terms, or norms for courtroom testimony). Typical sessions of client counseling and contract negotiations are simulated in teams for classroom practice.

BLS 651 Master's Project/Thesis

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

BLS 670 Special Topics

BLS 671 Urban Economics

BLS 673 Caribbean Literature

BLS 674 Special Topics

BLS 675 Con Soc Sci Research In PR

BLS 676 Cuban Literature

BLS 677 Cont Caribbean Fiction

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 poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. (*In Spanish*)

BLS 701 Internship

Upon the conclusion of all other courses in the program, each student is required to complete an internship in one of the following venues: (1) the state courts in Pennsylvania or New Jersey, as openings are available; (2) a health-care institution such as Einstein Hospital or the Shriners Hospital; (3) an international business where translation and/or interpretation is required of the intern; or (4) a translation and interpretation company providing such services to the public, corporations, courts, or health-care organizations. The student has the ability to establish his/her preference. However, the preference voiced is subject to the availability of intern openings at the time. Each student is assigned a faculty supervisor who monitors the kind of translation/interpretation being conducted by the student and determines if it is appropriate to the development of skills needed for the student. Equally, the faculty member is in a position to assess whether the student is putting into practice the skills and theories learned during his/her coursework. The internship last an entire semester, and a minimum of 100 hours of actual service is required. Service is defined as translation/interpretation time, exclusive of any other associated duties.

BLS 702 Master's Thesis/Project

This is a supervised, individual thesis/project that must be related to the field of translation and/or interpretation. It requires a quality research paper that could explore the linguistic, sociolinguistic, communication dynamics, applications of learned theories, and other matter related to the investigation of translation and interpretation in a general sense or, more particularly, in a specialized linguistic field in legal, business and health-care translation/interpretation. The project is the required capstone experience of all graduate students in the M.A. in Translation/ Interpretation program. All students are assigned a faculty adviser to direct his/her thesis/project.

BLS 703 Internship and Portfolio

This course is required for the completion of the MA in Translation and Interpretation English/Spanish. The candidate will conduct a supervised internship of 60 hours and prepare a final on-line portfolio. The project may focus on the application of particular techniques of translating as well as interpreting, and on the analysis of particular issues related to the translation/interpretation fields.

BLS 751 TESOL Master Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program. Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TESOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB. A Project/Thesis Manual is available to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via e-mail at montesin@lasalle.edu, by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141. Students may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at lamas@lasalle.edu or by phone at 215.951.1209.

Business Administration (BUS)

BUS 676 Law For Bus Mgr

BUS 684 Special Topics

BUS 716 Electronic Commerce

BUS 776 Law for Bus Managers

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

Business Systems & Analytics (BSA)

BSA 700 Business Applications Programming

This course is designed to introduce students to the principles of business application programming for business analytics using selected high-level languages such as R, Python, and Hadoop. Emphasis is placed on identifying the capabilities and limitations of statistical computing languages for big data. Students will learn skills and techniques to solve big data problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, and implementation. The focus is on accessing data from multiple sources, manipulating different types of programming objects, performing character manipulation, and generating reports. Students will design and develop several computer programs throughout the term. Prerequisite(s): MBA 693

BSA 705 Emerging Bus Sys & Analytics

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

BSA 710 Systems Analysis and Database Design

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagrams, Data Structure Diagrams, Data Flow Diagrams, Data Dictionaries, and Process Specifications to develop Systems Specifications. These specifications are utilized as the blueprint to develop and implement relational databases, and explore the Structured Query Language (SQL) used to manipulate and operate the database. Prerequisite(s): MBA 693

BSA 720 Data Warehousing and Data Mining

This course focuses on data warehousing and data mining in organizations. Topics covered in the course include: data warehousing and mediation techniques aimed at integrating distributed, heterogeneous data sources; data mining techniques such as rule-based learning, decision trees, association rule mining, and statistical analysis for discovery of patterns in the integrated data; and evaluation and interpretation of the mined patterns using visualization techniques. Prerequisite(s): MBA 693

BSA 725 Healthcare Analytics

Today's healthcare organizations are under intense regulatory and financial pressures to improve quality, efficiency, patient safety, patient satisfaction, and positive outcomes. This course is concerned with the study of how descriptive, diagnostics, predictive, and prescriptive analytics tools and techniques can impact the overall performance of healthcare organizations. Students learn to extract, collect, analyze, visualize, and interpret data from patient health records, insurance claims, financial records, and tell a compelling and actionable story. Class exercises enable students to understand ways to improve the effectiveness and efficiency of healthcare organizations. Prerequisite(s): MBA 693

BSA 730 Optimization and Simulation

This course introduces students to decision making and problem solving with simulation and optimization tools and techniques. Students learn to formulate and construct a decision model with spreadsheets and use the optimization tools, Monte Carlo simulation, and sensitivity analysis to generate and interpret solutions. The course covers different types of optimization and simulation models, including linear programming, sensitivity analysis, integer linear programming, goal programming, multiple objective optimization, simulation modeling, and queuing theory. Prerequisite(s): MBA 693

BSA 740 Data Visualization

One of the skills that characterize great business data analysts is the ability to communicate practical implications of quantitative analyses to any kind of audience member. In this course, students will learn how to visualize data, tell a story, and explore data by reviewing the core principles of data visualizing and dashboarding. The course aims to focus on effective and high impact visualizations of common data analyses to help them convey conclusions directly and clearly. Students will be able to get practiced in designing and persuasively presenting business "data stories" that use these visualizations, helping stakeholders make decisions and take action based on their business data capitalizing on design principles. Prerequisite(s): MBA 693

BSA 780 Applied Research in Business Systems and Analytics

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 693 and Approval of supervising professor and program director

BSA 790 Special Topics in BSA

Central European Studies (CES)

CES 510 Special Topics

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

CES 511 Special Topics**CES 512 Intensive German I**

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

CES 513 Intensive Russian II

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

CES 514 Intensive German V

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

CES 515 Intensive Russian IV

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

CES 516 Intensive Russian V

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

CES 561 Internship

CES 574 Intro Grad Res & Wrtnng

CES 605 Intelligence/Security Policy

Using a comparative approach to intelligence/security policy, this course allows the students to focus on case studies from various nations of Central/Eastern Europe to examine the interplay and role of intelligence in the policy making process. Students are expected to gain a broad understanding of how policy-makers impact the intelligence process and how they use intelligence in the decision-making and policy-making processes, with the U.S. Intelligence Community serving as the international baseline.

CES 610 Intro Econ:Cent/East Eur

The course offers an overview of diverse economic systems and compares and contrasts the economy of Germany and that of the Eastern European countries as well as the demand supply market vs. planned economies. It focuses on the macroeconomics of tomorrow, analyzing emerging issues, formation of new trading blocks, and variations in growth and development. It also offers a survey of new markets and new challenges and a summary of economic transition in Eastern Europe.

CES 611 Revs by Color in Former Sov Un

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

CES 612 New Great Game in Eurasia

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

CES 620 Cultures of Europe

These courses survey of the national cultures of the peoples of Central and Eastern Europe and examine the cultural influences and convergences between East and West with emphasis on modern times. These courses also offer an analysis of changing attitudes to national cultures within empires, national cultures under Marxism, and the political and cultural freedom in the 21st century. Topics include Modern Poland; Modern Ukraine; Russian Civilization in Transition; and the Culture of Judaism in Eastern Europe. Topics vary from semester to semester, may be repeated for credit if the material is essentially different.

CES 621 Russian Civ in Transition

These courses survey of the national cultures of the peoples of Central and Eastern Europe and examine the cultural influences and convergences between East and West with emphasis on modern times. These courses also offer an analysis of changing attitudes to national cultures within empires, national cultures under Marxism, and the political and cultural freedom in the 21st century. Topics include Modern Poland; Modern Ukraine; Russian Civilization in Transition; and the Culture of Judaism in Eastern Europe. Topics vary from semester to semester, may be repeated for credit if the material is essentially different.

CES 625 Contemp Europe/Slavic East

CES 630 Masterpieces Of Slavic Lit

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, et. al., in literature within the context of diverse social and political systems. Topics include: 19th-21st Century Slavic Literatures; Eastern Reception of Heroes and Villains; Literature of the Evil Empire. Topics vary from semester to semester, may be repeated for credit if the material is essentially different.

CES 631 Topics in Slavic Literature

A survey of great literary works of the Slavic peoples with emphasis on the 19th and 20th centuries, featuring an examination of spiritual values and ideological conflict, et. al., in literature within the context of diverse social and political systems. Topics include: 19th-21st Century Slavic Literatures; Eastern Reception of Heroes and Villains; Literature of the Evil Empire. Topics vary from semester to semester, may be repeated for credit if the material is essentially different.

CES 640 Great German Thinkers

The courses study major works of great German poets, artists, philosophers, statesmen, religious leaders, etc. Topics include great German thinkers, 20th-century German thinkers, German cultural history, 20th-century German cultural history, Goethe, Rilke, and Heidegger, and earlier periods. In the courses concentrating, e.g., on philosophies of 18th - 21st centuries, emphasis is on attempts to define ultimate reality, the search for das Ding-an-sich (the thing-in-itself), and the Germans' conceptions of paradise the State and das Volk. Topics vary from semester to semester, and the course may be repeated for credit if the material is essentially different.

CES 641 20th Cen German Thinkers

The courses study major works of great German poets, artists, philosophers, statesmen, religious leaders, etc. Topics include great German thinkers, 20th-century German thinkers, German cultural history, 20th-century German cultural history, Goethe, Rilke, and Heidegger, and earlier periods. In the courses concentrating, e.g., on philosophies of 18th - 21st centuries, emphasis is on attempts to define ultimate reality, the search for das Ding-an-sich (the thing-in-itself), and the Germans' conceptions of paradise the State and das Volk. Topics vary from semester to semester, and the course may be repeated for credit if the material is essentially different.

CES 642 German Cult History

CES 643 20th Century German History

CES 644 Rilke

CES 645 Heidegger

CES 646 Age of Goethe

CES 650 Mod Hist of East 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 651 20th Cen East European History

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 652 History of the Ukraine

CES 653 20th Century Ukraine

CES 656 Polish Cultural History

CES 660 Demo Devl Of East Europe

These courses analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc and its transformation into a region of developing democratic states. They include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc. They examine contemporary issues of intelligence and security. Topics include the democratic development of Eastern Europe, espionage in Central/Eastern Europe: Cold War and beyond, contemporary Russian politics, Russian foreign policy, Russian military doctrine in the 21st century, Russian intelligence agencies, and Central and Eastern Europe in U.S. national security strategy. Topics vary from semester to semester, and the course may be repeated for credit if the material is essentially different.

CES 661 Contemp Russian Politics

These courses analyze the issues surrounding the formation and dismantlement of what was known as the Eastern Bloc and its transformation into a region of developing democratic states. They include an analysis of the ideological and historical underpinnings of Communism and the formation of the Eastern Bloc. They examine contemporary issues of intelligence and security. Topics include the democratic development of Eastern Europe, espionage in Central/Eastern Europe: Cold War and beyond, contemporary Russian politics, Russian foreign policy, Russian military doctrine in the 21st century, Russian intelligence agencies, and Central and Eastern Europe in U.S. national security strategy. Topics vary from semester to semester, and the course may be repeated for credit if the material is essentially different.

CES 662 Armenia: Land & People

CES 665 Conflict in the Caucasus

CES 666 Geopolitics - Caspian Region

CES 670 Religion in C/E Europe

CES 671 Special Topics

CES 673 Rilke

CES 675 Espionage:Cent/East Europe

CES 676 Security Iss: East Europe

CES 680 Bus Opp In Cent/East Eur

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

CES 685 Saints, Sinners, Mystics

The courses provide a critical and historical survey of the religious traditions of the peoples of Central and Eastern Europe. Primarily, the courses 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, and the course may be repeated for credit if the material is essentially different.

CES 690 Cen/East Euro Ecn

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 Seminar

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

CES 700 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.

CES 701 Capstone Seminar II

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.

CES 702 Rilke:French Connection

CES 703 Germanic Mythology

CES 704 German Lyric Poetry

Comm Sciences & Disorders (COSD)

COSD 501 Introduction to Clinical Practicum

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist, apply theoretical knowledge, continue to develop clinical management skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 502 Introduction to Aural Habilitation/Rehabilitation

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. Restriction(s): CSD graduate students

COSD 503 Speech Sound Disorders

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. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 511 Stuttering and Other Fluency Disorders

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. Restriction(s): CSD graduate students

COSD 512 Language Disorders in Young Children

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. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 513 Acquired Language Disorders

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. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 514 Language Learning Disabilities in School-Age Children and Adolescents

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. Restriction(s): CSD graduate students Prerequisite(s): COSD 512 or permission of instructor.

COSD 515 Voice Disorders

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. Restriction(s): CSD graduate students

COSD 516 Clinical Practicum and Procedures

This clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of communication 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 disorders. COSD 516 takes place in an affiliated, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Clinical Instructor to reflect on and discuss procedures within the clinical experience. Restriction(s): CSD graduate students and CSD five-year seniors Prerequisite(s): COSD 503 and COSD 512 and permission of Program Director.

COSD 518 Research Design in Communication Disorders

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of computers in data analysis are emphasized. Restriction(s): CSD graduate students and CSD five-year seniors Prerequisite(s): A statistics course such as HSC 217 or equivalent or permission of instructor

COSD 520 Dysphagia: Diagnosis and Treatment of Swallowing Disorders

This 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 and modified oral feeding are discussed. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 521 Advanced School Practicum in Speech-Language Pathology
Candidates for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 engage in an advance school practicum experience in public or private schools in the greater Philadelphia area under the supervision of a school-based ASHA certified speech-language pathologist 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 academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations 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 assessment and intervention in areas including speech, language, voice and fluency for children who may range in grade from preschool through high school. Restriction(s): CSD graduate students Prerequisite(s): COSD 516 and permission of the Graduate Program Director

COSD 526 Alternative and Augmentative Communication
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. Restriction(s): CSD graduate students Prerequisite(s): COSD 516

COSD 527 Motor Speech Disorders
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. Restriction(s): CSD graduate students

COSD 528 Counseling Seminar in Communication Disorders
This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis. Restriction(s): CSD graduate students

COSD 530 Special Topics in Communication Disorders
Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits. Restriction(s): CSD graduate students Prerequisite(s): Permission of instructor

COSD 537 Geriatric Communication Disorders
Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies. Restriction(s): CSD graduate students

COSD 614 Clinical Diagnostics in Speech-Language Pathology
This course provides advanced knowledge and skills in assessment principles, process, and applied practice. Through a case-based approach, students apply content knowledge to clinical cases in order to improve decision-making across assessments of speech sounds, language, voice, fluency, swallowing, and neurologically-based disorders. Students interact with actual and virtual clients and professionals to measure, analyze, and integrate information for diagnosis and clinical reporting. Clinical decision-making skills and rationale for test selection, administration, diagnosis, interpretation, and recommendations are considered. Restriction(s): CSD graduate students

COSD 616 Advanced Clinical Practicum and Case Study
(repeated as necessary to fulfill ASHA Certification requirements)
This course continues the supervised clinical speech-language pathology experience of COSD 516 necessary to fulfill ASHA Clinical Practicum Requirements. Students enrolled in this course will complete requirements in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting treating patients/clients 18 years or older. Students are supervised by 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. Students meet with the University Clinical Instructor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Restriction(s): CSD graduate students Prerequisite(s): COSD 516

COSD 617 Advanced Pediatric Aural Habilitation for Speech-Language Pathologists
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 education 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. Restriction(s): CSD graduate students Prerequisite(s): COSD 502 or permission of instructor.

COSD 618 Communication and Autism Spectrum Disorders
This course provides an overview of autism spectrum disorders and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of autism spectrum disorders. Professional issues relating to assessment and treatment of children on the autism spectrum are discussed along with appropriate evaluation protocols, behavioral strategies, and treatment methodologies including augmentative-alternative communication (AAC) to promote social-communication. Appropriate materials and practical supports to enhance communication are discussed. Restriction(s): CSD graduate students and CSD five-year seniors

COSD 619 Medical Speech-Language Pathology

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. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 513 and COSD 520 or permission of instructor.

COSD 620 Pediatric Dysphagia

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia. Restriction(s): CSD Graduate Student Prerequisite(s): COSD 520 or permission of the instructor.

COSD 622 Applied Instrumentation in Speech-Language Pathology

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 comprehend 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. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 520 or permission of the instructor.

COSD 635 Integrative Capstone in Communication Disorders

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. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521 and permission of Program Director

COSD 640 Thesis Research in Communication Disorders

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. Students may re-register for this course until completion of thesis. Restriction(s): CSD Graduate Students. Permission of faculty member and program director. Prerequisite(s): COSD 518

COSD 670 Management of Cognitive-Communication Disorders

This course is designed to provide students with a comprehensive understanding of the cognitive-communication disorders associated with traumatic brain injury (TBI), right hemisphere brain damage (RHBD), and dementia. Students will learn clinical methods for differential diagnosis and treatment of these disorders. Topics to be covered include: neuropathology of TBI, RHBD, and dementia; Variables of recovery pertaining to TBI, RHBD, dementia; Assessment and treatment of individuals with TBI, RHBD, dementia; Patient and family education pertaining to TBI, RHD, and dementia. Restriction(s): CSD graduate students

Communication (COM)

COM 570 Special Topics**COM 574 Intro To Grad Res & Wrtnng****COM 600 Applied Communication Theory**

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

COM 601 Professional Communication Ethics

This course is designed to examine and critique a range of ethical theories regarding human behavior in interpersonal, group, professional, and mediated contexts.

COM 602 Effective Presentations

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 Proposal Writing

This is an advanced writing course designed to show participants how to write documents commonly used to acquire investments, donations and other types of funding for non-profit and for-profit organizations. This course focuses particularly on developing the skills needed for writing proposals for grants, including interpreting a RFP, identifying and gathering content and information from multiple sources, creating a budget, and developing narratives that are competitive and compelling.

COM 604 Strategic Communication Research

This course focuses on the essential knowledge and skills needed to engage in data-based strategic decision making in communication professions. The course focuses on the role of research in setting and achieving goals, understanding research concepts, as well as the skills needed to conduct surveys, interviews, and focus groups. The course addresses how to translate and report research.

COM 605 Practicum

COM 606 Integrated Marketing Communication

This course examines the ways in which various external communication elements (advertising, public relations, and marketing) can be coordinated in order to achieve organizational goals. As part of the course, students will learn how to leverage various techniques, including social media, event marketing, media relations, and publicity to effectively promote a business or organization.

COM 608 Diversity and Inclusion

This course focuses on understanding and appreciating diverse perspectives and backgrounds of those in the workplace and increasing inclusive communication practices. The course uses self-reflection as a tool for understanding one's own perspectives and communication as they relate to diverse workforces and teaches students how to identify and engage in more inclusive professional communication.

COM 610 Leadership Communication

This course examines the role of communication in realizing effective leadership. Through exploration of leadership perspectives and communication principles, students will learn to recognize and analyze effective versus ineffective strategies, while considering situational factors such as context and audiences. Additionally, students will engage in several personal and peer skill assessments with an eye toward development and growth as effective leaders.

COM 611 Communication Technologies

COM 612 Internal Communication

This course focuses on the strategic function of internal communications, with a specific focus on organizational climate and culture, change communication, and employee engagement.

COM 613 Strategic Public Relations

This course focuses on the strategic function of public relations, which includes an analysis of the public relations situation, organization and its key publics; establishment of goals and measurable objectives; formulation of appropriate action and response strategies; development of the message strategy; selection of communication tactics together with their budgets and timelines; and evaluation of the plan.

COM 614 Conflict Resolution, Negotiation, and Mediation

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

The ability to win support for ideas and motivate others to action is an essential skill for communication professionals and managers. This course will explore the persuasion process in public, organizational, and interpersonal settings. Students will develop practical skills in message design and other techniques to become ethical persuaders.

COM 616 Group Decision-Making and Problem-Solving

This course focuses on the development and processes of effective groups and teams. Students will work in groups to learn how to utilize decision making strategies in order to solve problems. They will develop practical skills in leading a group and working virtually.

COM 619 Communication Campaigns

In this course, students will be introduced to the strategic process of planning, producing, implementing, and evaluating campaigns for internal and external audiences. Students will examine the approaches used to develop and manage campaigns for diverse publics. Students will also analyze contemporary campaigns for their effectiveness and societal implications.

COM 620 Strategic Communication Capstone

This course prepares students for the role of communication expert for strategic communication management. Students will learn to diagnose communication challenges and propose solutions to address those challenges, synthesizing the knowledge and skills developed throughout the graduate program.

COM 621 Training and Development

Developing organizational members and leaders is vital to advancing today's organization, and training provides a key means for fostering these professional skills. In this course, students gain both theoretical and practical foundations of training and development. Students will learn how to identify communication needs in an organization, and then to design, deliver, and assess employee learning through training and development initiatives.

COM 623 Public Relations Writing

This course involves strategies and practices for writing, media planning, and digital content creation with a focus on owned and earned media. The emphasis is on producing narrative content that achieves integrated marketing communication goals.

COM 625 Practicum Proposal

This course is designed to prepare the student for the practicum experience. Students learn about the process of developing and carrying out the practicum, and they gain an understanding of standards and expectations that students need to meet to be successful in the practicum. Specifically, students will be challenged to identify real-world professional communication problems, and to develop a proposal for how to study that problem. At the conclusion of the course students will have a fully-developed proposal for their practicum project. NOTE: Students must receive a B in this course before they are permitted to enroll in COM 626.

COM 626 Practicum

COM 627 Practicum II

COM 630 Topics in Professional Development

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

COM 631 Topics in Professional Development

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

COM 632 Topics in Professional Development

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

COM 633 Topics in Professional Development

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

COM 634 Topics in Professional Development

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

COM 635 Topics in Professional Development

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

COM 636 Topics in Professional Dev**COM 637 Fundraising & Development****COM 640 Professional Media Development**

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement this pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Students will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

COM 641 Social Media

The course will explore the new media landscape in terms of online expression, social networking, identity management, and community building. Central questions include: How is social media changing the way people work and live? What are the implications for individuals and for the organizations they work with? What opportunities and challenges do individuals, news organizations, and businesses face regarding communication, identity/brand management, and community building? This course is grounded in practice, and students will be required to participate in social networks, forums, blogs, wikis, micro-blogs, and other emerging forms of social media.

COM 646 Collaboration Technologies**COM 650 User-Interface Tech****COM 661 Graduate Internship I**

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. To be permitted to enroll in the internship, students must: 1. Be an M.A. student in Strategic Communication; 2. Have at least a 3.0 G.P.A.; 3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing); 4. Have permission of the graduate director; 5. Students may NOT take internship credit with an organization for whom the student works full-time.

COM 662 Graduate Internship II

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. This course may be combined with Com 661 to create 3 credits during a single semester, or it may be taken as a second internship during a subsequent semester. To be permitted to enroll in the internship, students must: 1. Be an M.A. student in Strategic Communication; 2. Have at least a 3.0 G.P.A.; 3. Have completed at least 12 credits of coursework, including Com 602 (Presentation Skills) and Com 603 (Professional Writing); 4. Have permission of the graduate director. 5. Students may NOT take internship credit with an organization for whom the student works full-time.

COM 670 Special Topics**COM 671 Special Topics****COM 672 Special Topics****COM 673 Special Topics****COM 674 Special Topics****COM 675 Special Topics****COM 676 Special Topics****COM 677 Special Topics****COM 679 Special Topics**

Computer Information Science (CIS)

CIS 523 Data Processing and Database Management

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

CIS 540 Network Theory

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

CIS 570 Special Topics

CIS 574 Intro To Grad Res & Wrtnng

CIS 612 Ethics, Issues, and Government Regulations

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

CIS 613 Software Engineering

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

CIS 617 Software Project Development

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

CIS 619 Crisis Management and Business Continuity

This course explores the area of Risk Management with particular emphasis on Business Continuity Management. Risk Management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and government will be explored, as well as professional practices, standards and strategies. The course is designed to expose the student to all aspects of a holistic Business Continuity & Crisis Management program and to determine the most appropriate requirements.

CIS 621 Client Interface Development

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

CIS 622 Client Interface Development

CIS 623 Database Services Development Using Microsoft Tools

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

CIS 626 Web Services Development

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

CIS 627 Web Database Services Development

This course is an extension to CIS 623. It encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; development of database applications; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. Examples of the possible tool sets for this tool set are PHP and MySQL on either a Linux or Windows server. The course also considers privacy of data and data protection on servers. Prerequisite(s): CIS 523, CIS 622, or CIS 626

CIS 629 Mobile Development

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

CIS 633 Data Analysis with R

This course will require students to learn the R programming language and assess how to use it and find interesting features in data. Students will learn about R and statistical best practices and how to display data in a manner that will help you explain your findings to those who do not have a technical background. Moreover, the course introduces students to modeling and simulation. Topics may include basic queueing theory, the role of random numbers in simulations, and the identification of input probability distributions.

CIS 654 Artificial Intelligence

This course introduces students to the field of artificial intelligence (AI). Students will learn how big data and data mining techniques are utilized by machines to create the AI models used by autonomous aircraft and automobiles, personal assistants, IT security software, fraud investigations and credit bureaus. The course will review the history, present day use, and future of artificial intelligence. Through case studies and current events, students will examine the benefits and risks associated with AI. The course will cover issues related to AI and privacy, ethics, and machine bias. Neuromorphic computing, the Open Neural Network Exchange (ONNX), and data analytics will also be discussed.

CIS 685 CIS Capstone (Every semester as needed)

Students culminate their learning with a capstone project under the supervision of a faculty advisor. Some students partner with an external company or work on a project associated with their employer as a project deliverable for that company. Prerequisite(s): All Core courses

Cybersecurity (CYB)

CYB 540 Network Theory

Lecture/theory course considers the current methods, practices, and standards used to enable communication on computer and voice networks. This includes a study of the physical layers, architectural layers, design, operation, management, and ISO standards, with particular and telephony technologies. Both local and wide area networks are examined.

CYB 604 The Computer and Internet Fraud

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

CYB 612 Ethics, Issues, and Government Regulations

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

CYB 628 Cybercrime, Cyber Warfare and Cyber Espionage

This course introduces students to the differences between cybercrime, cyber espionage, and cyber warfare by discussing the relationship of cyber intrusions and cybersecurity to nations, businesses, society, and people. Students will use case studies to analyze the threats, vulnerabilities and risks present in these environments, and develop strategies to reduce the breaches and mitigate the damages.

CYB 644 Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite(s): CIS 540

CYB 652 Leadership Assessment and Evaluation

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.

CYB 665 Computer Digital Forensics

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

CYB 668 Computer and Network Security

Students will study and implement basic computer and network security strategies on Window and Linux networks. Students examine and analyze network traffic, including investigating wireless transmission, install firewalls and define Internet Protocol Security Controls (IPSEC). Labs include system hardening, dissecting network packet structure and creating encryption formats; managing authentication and access controls. Students study implementing a public key infrastructure and best strategies for using intrusion detection systems.

CYB 880 Integrative Capstone

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

Econ Crime Forensics (ECF)

ECF 610 Criminal Justice and Legal Concepts

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

ECF 625 Litigation Support Practices and Procedures

Learners will explore white collar misconduct that constitutes civil and/or criminal fraud in a corporate setting, including but not limited to: (1) falsification of business records; (2) false billing; (3) forgery of documents or signatures; (4) embezzlement; (5) creation of false companies; (6) false insurance claims; (7) bankruptcy fraud; (8) investment frauds (such as Ponzi schemes); (9) tax fraud; and (10) securities fraud. Students will develop processes and procedures for proper evidence management as well as learn how to prepare to serve as an expert witness and write legally sound expert reports. Prerequisite(s): ECF 610

ECF 628 Cybercrime, Cyber Warfare, Cyber Espionage

This course introduces students to the differences between cybercrime, cyber warfare and cyber espionage by discussing the relationship of cyber intrusions and cybersecurity to nations, businesses, society, and people. Students will use case studies to analyze the threats, vulnerabilities and risks present in these environments, and develop strategies to reduce the breaches and mitigate the damages.

ECF 644 Information Security

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs. Prerequisite(s): ECF 604

ECF 680 Integrative Capstone**ECF 880 Integrative Capstone**

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

Economics (ECN)

ECN 722 International Econ

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

ECN 780 Applied Rsrch in Business

Education (EDC)

EDC 501 Cog Dev For Tchrs

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

EDC 502 Soc-Emot Dev Tchrs

This course is designed to further the educator's knowledge and understanding of the developmental concepts that are essential to sound educational practice. The course explores the areas of social, emotional, and moral development in the context of family and community systems as well as the socializing agents in culture and society that influence these three areas, and the significance of these areas to the classroom teacher. It examines how teachers can use their knowledge of these areas of development and the influence of popular culture on development to make the learning environment more responsive to their students' needs.

EDC 503 Cognitive, Social, and Emotional Development

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

EDC 504 Needs of Diverse Students

This course prepares educators to differentiate instruction including the gifted, at risk, ESL, and students with Individual Education Plans. The course will explore proven effective models emphasizing the varied inclusion approaches. Under discussion will be the social, emotional, cognitive and academic benefits and challenges from the educators, students and parents perspectives. The total profile of a student in an inclusionary setting requires examination of variations in beliefs, cultural background and individual strengths and needs. Students will be able to apply PDE Special Education Standards to better acquaint themselves with the development and ongoing implementation of evidence-based methods. Prerequisites: EDC 501 or EDC 502 or permission of the graduate director

EDC 505 Introduction to Instructional Leadership I

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision making using Excel and other data-based programs, data analysis, supervision, and professional development. Opportunities to shadow and observe practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum. Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values-based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills, and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 613 or equivalent

EDC 505A Instructional Leadership PT II**EDC 506 IntroInstruction Leadership II****EDC 507 Breaking Ranks****EDC 510 Human Exceptionalities**

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

EDC 512 Introduction to the Middle School

This course is designed to provide students with an overview of the historical, social, and cultural influences in the development of the middle school concept. It investigates organizational structure, alternative patterns of school and class organization, team planning, and collaboration techniques. This course focuses exclusively on middle-level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of adolescent issues requiring specific educational approaches.

EDC 520 Writing Instruction for Literacy Educators

In this course, students will read and analyze books and articles written about the pedagogy of writing instruction to give the foundation necessary to create an authentic writing environment in their classrooms- where all of the students will view themselves as writers. The students will create teaching goals and will present what they learn through a variety of assignments culminating with the creation and implementation of a unit to reflect their growth.

EDC 522 Safe Schls Hlthy Kids**EDC 523 The Leadership Academy****EDC 541 Tchng Elem Sci w/ Tech****EDC 542 Teach Algebra with Tech****EDC 545 Teach Elem Math with Tech****EDC 546 Teach Mid-Sch Mth w/ Tech****EDC 547 Teach Science with Tech****EDC 548 Dealing With Data****EDC 549 Connecting Math & Science****EDC 555 Introduction of Early Childhood Methods**

This course provides an overview of historical and current early childhood education models as well as curriculum, classroom management, and assessment considerations based on developmental theories of young children in Prek-4th grades. A special emphasis is placed on holistic curricula integrating literacy, mathematics, science, social studies, art, music, and movement into early childhood classrooms and including the family and community into the overall design. Understanding how to develop a classroom environment that embraces is emphasized.

Prerequisite(s): EDC 503

EDC 560 Teach Interactive Math I**EDC 561 Teach Interactive Math II****EDC 562 Teach Interactive Mth III****EDC 563 Teach Interactive Math IV****EDC 564 Teach Core-Plus Math I****EDC 565 Teach Core-Plus Math II****EDC 566 Teach Core-Plus Math III****EDC 567 Teach Core-Plus Math IV****EDC 568 Math-in-Context I****EDC 569 Math-in-Context II****EDC 570 Special Topics****EDC 571 Special Topics****EDC 574 Intro To Grad Res & Wrtnng****EDC 580 Math-in-Context III****EDC 581 Connected Math I****EDC 582 Connected Math II****EDC 583 Connected Math III****EDC 584 Graphing Calculators****EDC 585 Geometer's Sketchpad****EDC 595 Topics in Math****EDC 601 Foundations Of Educ**

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

EDC 602 The Teacher and Technology

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development. Prerequisite(s): EDC 503

EDC 603 Curric & Developmt

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

EDC 604 Foundations of Schooling

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy- making perspective skills. It stresses the knowledge, skills and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 503, EDC 510, EDC 613

EDC 612 Geography for Teachers

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

EDC 613 The Role of the Developmentally Oriented Teacher

This course enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning, and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaches both in the laboratory and the classroom. Prerequisite(s): EDC 503

EDC 615 Advanced Instructional Design

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning.

*This course may be taken as an elective in the master's program.

Prerequisite(s): EDC 505

EDC 616 Play, Learning, and Education

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

EDC 617 Reading in the Content Areas for Secondary Educators

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. Prerequisite(s): EDC 503

EDC 618 Reading and Writing in the Elementary-Special Education Classroom

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. Prerequisite(s): EDC 503

EDC 619 Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction. Prerequisite(s): EDC 617 or EDC 618; or enrolled in Special Education certification program

EDC 620 Literacy Difficulties

This course prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts. Prerequisites: EDC 617 or 618.

EDC 624 Images of Schooling and Childhood in Literature, Painting, and Film

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 637 Systems Investigations**EDC 640 Lit across the Curriculum**

This course presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature to recognize notable authors and illustrators and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered. Prerequisites: EDC 617 or 618.

EDC 641 Teaching Science as Integrated Inquiry

This course focuses on how to develop student understanding of scientific knowledge and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It also addresses science education standards, issues, research, and application. Throughout the semester, students are provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science. Prerequisite(s): EDC 503

EDC 642 Development of Mathematical Thought

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates. Prerequisite(s): EDC 503

EDC 643 Developing and Adjusting Instruction

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings. Prerequisite(s): EDC 503, EDC 510

EDC 644 Assessing the Abilities of all Learners

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student. Prerequisite(s): EDC 510 or permission

EDC 645 Planning and Instruction for Students with Special Needs

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services. Prerequisite(s): EDC 643

EDC 646 Adj Inst:Mod\Sev Handicap**EDC 647 Developing and Adjusting Instruction for Secondary Learners**

This course applies a developmental perspective to the design and implementation of secondary-level instruction. Prerequisite(s): EDC 503 or permission

EDC 648 Secondary Education Summer Practicum

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(s): EDC 503, EDC 647 or permission

EDC 649 The Literacy Coach

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time." Prerequisites: EDC 617 and 618

EDC 650 Language Assessment and Special Education of ESL Learners

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments. Prerequisite(s): BLS 600 and BLS 601

EDC 651 The Literacy Internship

The literacy internship is the capstone experience for the program. Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their coursework to their work with students who are struggling readers. Students will be expected to conduct literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment. An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy-intensive positions. The director of the Graduate Programs in Education must approve this option. Prerequisites: EDC 617 or 618, 620, and 640.

EDC 652 Leadership and Educational Change I

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

EDC 653 Leadership and Educational Change II

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes. Prerequisite(s): EDC 505, EDC 615. EDC 652

EDC 655 Dimensions of Autism

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

EDC 657 Systems Approach With Families and Educators

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child. Prerequisite(s): EDC 655

EDC 659 Prac IA El/Spc Stu Teach**EDC 660 Prac IB El/Spc Stu Teach****EDC 661 Teaching All Students in Inclusive and Special Education Settings**

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences. Prerequisite(s): EDC 643 and EDC 645 or EDC 647

EDC 662 Elementary and Special Education Student Teaching

Required of all Elementary and Special Education Certification candidates with no teaching experience. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 665 Communication Strategies for Teachers of Students Spanning the Special Needs Spectrum

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech- language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience. Prerequisite(s): EDC 655

EDC 667 Implementing the IEP in the Inclusive Classroom

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed. Prerequisite(s): For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; For the ASD program: EDC 655; EDC 665

EDC 668 Secondary Education Supervised Teaching (S)

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(s): Must be taken as final course in certification sequence.

EDC 669 Elementary and Special Education Supervised Teaching/ Transitional Teaching

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(s): Must be taken as final course in certification sequence.

EDC 670 Special Topics in Education

Permits individual examination of topics of special interest.

Restriction(s): Requires faculty sponsor and permission of the Director.

EDC 671 Special Topics**EDC 672 Special Topics****EDC 673 Seminar in School Law**

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 674 Special Topics**EDC 675 Special Topics****EDC 676 Classroom Mgt/School Disciplin****EDC 677 Comput/Internet For Teachers**

EDC 679 Elementary and Special Education Special Methods of Teaching
Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 680 Secondary Education Special Methods of Teaching

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 682 Soc/Education Outcomes

Students will examine the socioeconomic factors that help and hinder educational success and failure. By engaging various texts on educational stratification and social inequality, students will examine how various social locations and structural conditions shape which groups are likely to be educationally mainstreamed and the social factors that result in educational marginalization. The role of social reproduction theory, as an intergenerational arbitrator of academic success and failure, will be examined. Central to this class will be the macro-sociological, political, and economic forces that shape our educational institutions. By the end of the course, our students will have a solid handle on how race, class, gender, sexual orientation, poverty, disability, and educational policy influence educational outcomes.

EDC 684 Class Mgt/School Discipline

Students will explore issues of school and classroom behavior, examine foundational philosophical perspectives, and reflect on one's own developing perspectives about those issues. The underlying philosophy of this class is that we must first manage our own behavior before we can influence our students. The course is intended to place students in the position of being reflective by making connections between personal experiences and theories of human behavior. Students will be provided with specific tools and techniques for managing the behavior of students, but more importantly, they will be encouraged to develop a systematic process for thinking about (a) their own behavior and (b) the behavior of their students.

EDC 689 Secondary Education Student Teaching

Required of all certification candidates not eligible for Supervised Teaching. Prerequisite(s): Must be taken as final course in certification sequence

EDC 695 Action Research/Edc Change

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities. Prerequisites: EDC 617 or 618, 620, 640, and 651

EDC 697 Action Research/Educ Change II

As a continuation of EDC 695: Action Research and Educational Change, students will design, conduct, implement, and analyze data collected from action research proposals begun during the EDC 695 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis. Prerequisites: EDC 695 and 601

EDC 743 Intro/Conceptual Change**EDC 744 Adv/Conceptual Change****EDC 750 Teaching AP Stats****EDC 751 Transformative Pedagogy: A Capstone Experience**

This capstone course, for students in any of the Education programs leading to a Master's degree, will focus on critical pedagogy and transformative pedagogies, while providing the structure and guidance for the completion of a capstone project. Students will be able to choose one of three capstone options: (1) publishable quality paper, (2) development of a curriculum, or (3) action research project. The course will be structured so that students will be guided through project proposal, design and completion while engaging in coursework and readings that emphasize transformative pedagogies. A B or higher must be obtained in this course to complete the Master's Degree program. Prerequisite(s): EDC 501, EDC 502, EDC 504, EDC 604, EDC 613

EDC 753 Studio Art: Adv Plcmt
 EDC 755 Art History: Adv Plcmt
 EDC 757 Music Theory: Adv Plcmt
 EDC 761 Biology: Adv Plcmt
 EDC 762 Env Science: Adv Plcmt
 EDC 763 Chemistry: Adv Plcmt
 EDC 764 Comp Science A/AB: Adv Plcmt
 EDC 765 Physics: Adv Plcmt
 EDC 766 Stats For Teachers AP
 EDC 767 Calculus AB: Adv Plcmt
 EDC 768 Calculus BC: Adv Plcmt
 EDC 769 Comp Science: Adv Plcmt
 EDC 770 Human Geo: Adv Plcmt
 EDC 771 Economics: Adv Plcmt
 EDC 772 World History: Adv Plcmt
 EDC 773 European His: Adv Plcmt
 EDC 774 Special Topics
 EDC 775 Govt & Pol: US
 EDC 776 Govt & Pol: Comparative
 EDC 777 Psychology: Adv Plcmt
 EDC 779 US History: Adv Plcmt
 EDC 781 Eng Lang: Adv Plcmt
 EDC 783 English Lit: Adv Plcmt
 EDC 784 Calculus A Adv Plcmt
 EDC 785 Calculus B Adv Plcmt
 EDC 786 Pre-Calculus: Adv Placmt
 EDC 791 French Lang: Adv Plcmt
 EDC 792 French Lit: Adv Plcmt
 EDC 793 German: Adv Plcmt
 EDC 794 Italian: Adv Plcmt
 EDC 795 Latin: Adv Plcmt
 EDC 796 Japanese: Adv Plcmt
 EDC 797 Spanish Lang: Adv Plcmt
 EDC 798 Spanish Lit: Adv Plcmt
 EDC 799 Comp Sci Principles: Adv Plcmt
 EDC 870 Special Topics
 EDC 871 Special Topics
 EDC 872 Special Topics
 EDC 873 Special Topics

English (ENG)

ENG 501 Proseminar

This gateway course to the graduate program examines the comparative and contrastive relationships between critical and pedagogical theory. The course's approach is both historical and international with the dual aims of making students keener readers of literature and of preparing them better to show others how to become such readers.

ENG 551 American Lit since 1900

Students will apply both practical and theoretical approaches to various texts of American literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 556 British Literature since 1900

Students will apply both practical and theoretical approaches to various texts of British literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 561 Readings West Wrld Cult & Lit

Students will apply both practical and theoretical approaches to various texts of Western world literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 562 Readings Non-West Wrld Cult/Lit

Students will apply both practical and theoretical approaches to various texts of non-Western world literature. Readings will vary in time period, selection, and genre. Attention will be paid to both the traditional and the ever-expanding canon. Assignments will be writing intensive.

ENG 570 Special Topics

ENG 641 Composition/Rhetoric Studies

This course provides various approaches to the writing process and grounds students in the formal history of rhetoric with an eye to the various modes writers use to inform and persuade audiences.

ENG 651 Media & Technology Studies

This course studies the intersection of the theory and practice of ever-expanding digital technology with literary and pedagogical issues. Seminar emphasis may vary from semester to semester, but one goal will be to provide a framework for teachers expecting to teach Web and print design at the high school or college level. Student projects may be integrated with publications and Web sites of Philadelphia-area organizations.

ENG 661 Cont Drama & Religion

This course allows students to ground literary works within their cultural contexts with attention to the historical circumstances and contemporary issues that inform writers and their works.

ENG 662 Philadelphia & Regional Stds

This course examines selected writers from the greater Philadelphia region (such as Benjamin Franklin, Charles Brockdon Brown, Edgar Allan Poe, Walt Whitman, Owen Wister, Christopher Morley, John Edgar Wideman, Lorene Carey, Chaim Potok, Sonia Sanchez, Toby Olsen, David Bradley) in terms of various frameworks and contexts, including the cultural and historical development of the Philadelphia region, the patterns of immigration and migration that have produced the area's ethnic and racial diversity, and the insights into that literature suggested by contemporary critical theories.

ENG 671 Special Topics

This course studies drama from a number of historical and cultural traditions with an eye both to reading and producing the play text. Students will study in detail the production history of both established and cutting-edge dramatic pieces; this course will also suggest ways for students to stage theatrical productions under their own direction. Students will also have the opportunity to interact with professional theatre artists associated with theatres in Philadelphia.

ENG 672 Literature and the Other Arts

This course studies the relationship between literary texts and works of art, music, and film by allowing students to look at examples of literature that reflect, adapt, or make use of materials from a variety of artistic media.

ENG 780 Comprehensive Exam Readings**ENG 791 Critical Pedagogical Project**

In consultation with the graduate director, students will undertake a substantive critical pedagogical project approved by the graduate director and advisory committee.

ENG 792 Master's Thesis

Under the direction of a graduate faculty advisor, students will write a major critical essay of at least 10,000 words (i.e., 40 pages) on a topic approved by the graduate director and advisory committee.

Finance (FIN)

FIN 725 Financing Health Systems

This course looks at the various financing mechanisms which impact the structure and delivery of health care in the United States with particular emphasis upon governmental financing, managed care, employer sponsored health plans, and emerging insurance models. The course examines the impact of these financing mechanisms upon diverse health delivery systems including acute care, medical practice organizations, long term care, and the pharmaceutical and medical devices sector. Prerequisite(s): MBA 691 and MBA 692

FIN 732 Financial Analytics

This course covers a broad overview of finance topics from a data analytics perspective. Students will learn the ins and outs of applied data analysis and a conceptual framework for thinking about data from both a statistical and machine-learning perspective with applications in finance. Students will learn to understand and apply concepts like capturing and analyzing new sources of financial data, building predictive models, and running simulations of market events, using concepts of data analysis and probability in investment science, risk management, valuations, rates of return and profitability analysis. The course aims to provide a theoretical and practical framework in which students will be challenged to solve real-world problems in the finance field and gain familiarity with commonly used stochastic models. Prerequisite(s): MBA 692, MBA 693

FIN 746 Enterprise Risk Management

The course examines the risk management process as applied to the whole range of risks to which a corporation is exposed: financial, insurable, operational, and business. It focuses on risk in general and how multiple sources of risk can be addressed with strategies that integrate risk management and capital management. Specific topics include hedging, insurance, post-loss 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(s): MBA 692

FIN 748 Financial Instruments and Markets

This course provides an examination of modern financial markets. Specifically, we discuss the largest financial intermediaries including commercial banks, finance companies, securities firms, investment banks, mutual funds and hedge funds with a focus on balance sheet structures, regulation, and current issues and trends. We also examine various financial instruments, derivatives, and off-balance sheet activities that are useful from a risk-management perspective within the industry. Prerequisite(s): MBA 692

FIN 754 Derivative Instruments

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

FIN 756 Enterprise Risk Analysis**FIN 764 Portfolio Management**

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

FIN 765 Global Financial Management

Current developments in global financial markets and instruments from the perspective of firm management. Topics include an overview of foreign security markets, trends in foreign exchange risk management, and the impact of international debt on multinational firms. Prerequisite(s): MBA 692

FIN 767 Mergers and Acquisitions

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

FIN 780 Applied Research in Finance

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 692, and approval of supervising professor and program director

FIN 783 Financial Analysis Seminar

This seminar covers the breadth of material included in the Chartered Financial Analyst (CFA I) exam. It includes CFA I mock exams and students are encouraged to sit for Level I of the CFA exam at the end of the course. Prerequisite(s): MBA 692, MBA 830, FIN 764 and a minimum graduate GPA of 3.5 or permission of the instructor

FIN 790 Special Topics in Finance

These courses will explore topics of contemporary interest. Course titles include, but are not limited to Trends in Employee Benefit Planning, and Speculative Market Analysis, among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 692

Fraud & Forensic Acct (FACC)

FACC 702 Financial Statement Fraud

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

FACC 703 Occupational Fraud and Abuse

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

FACC 704 The Computer and Internet Fraud

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

FACC 705 Fraud Detection and Prevention: Special Cases

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud because of either a lack of, or non-functioning of, internal controls. The study of various fraud investigative methods and the process for communicating an expert report will be an essential part of this course.

ECF 610 Criminal Justice and Legal Concepts

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

Gerontology (GERO)

GERO 510 Caring for the Elderly

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored. Ethical issues relating to aging and social policy are discussed.

GERO 512 Social/Psych Gerontology

GERO 522 Theory & Assessment in Aging

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 532 Elderly Program Planning

GERO 580 Field Study in Gerontology

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

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.

Graduate Religion (RLE)

RLE 500 Intro to Theology

This course employs an intensive online format introducing students to fundamental philosophical concepts, an overview of church history, the historical-critical method of biblical scholarship, and key concepts in systematic theology. The course requires the students to employ online and traditional research skills to complete a short research paper for each of the four main topics.

RLE 501 Intro to Biblical Studies

This course introduces students to the theory and application of biblical interpretation methods. Students use the 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 are introduced and evaluated.

RLE 503 Foundations of Christian Faith

This course introduces students to the theory and application of biblical interpretation methods. Students use the 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 are introduced and evaluated.

RLE 505 Religion & Mod Culture**RLE 507 Church & Ministry**

This course critically examines the identity and praxis of the community called Church. Particular attention is 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 reconstructs, from the various Gospel accounts, the traces of what Jesus said and did during his ministry. The way Jesus seems to have faced death is 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 considers how contemporary human experience impacts on current theological interpretations of Jesus and his meaning for our times.

RLE 511 Ritual & Sacraments

After exploring the social and psychological foundations for human ritual, the course considers the sacramental character of creation and incarnation. Particular attention is 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 is complemented with a study of the historical development of the sacraments in different Christian traditions. Students apply theology to sound liturgical practice in parish, school, and family.

RLE 513 Prin Of Moral Theology

Students 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.

RLE 515 Theology of Religions**RLE 558 Spiritual Classics****RLE 562 Spec Topics****RLE 574 Intro To Grad Res & Wrtnng****RLE 600 Hebrew Scriptures**

In this course students are provided with an overview of the canon of Scripture commonly referred to as the "Old Testament." Students explore the general history of Ancient Israel as well as employ the historical-critical method for the interpretation of the text.

RLE 601 Torah & Early Israel

The history and faith of Israel are examined from the earliest beginnings through the reign of Solomon. The text is interpreted with regard to the cultural context of the Ancient Near East. The early prophetic tradition is explored in light of Torah and the historical writings of the Hebrew Scriptures. Special attention is given to the theological significance for Christian faith.

RLE 602 The Prophets

This course studies the prophets of Israel and the world in which they lived, from the division of the Israelite kingdom to the Maccabean period, to understand their message as well as the nature of the prophetic tradition and its relevance for the church today.

RLE 603 The Writings

While giving special emphasis to the book of Psalms, the Five Scrolls, Job and other wisdom materials, this course offers a study of the cultic and wisdom traditions in Israel. Special attention is given to the significance of the Psalms and Wisdom for Christian theology and devotion.

RLE 610 Christian Scriptures

This course includes an introduction to Gospel literature, the writings of Paul, the text of Revelation, and other writings forming the Christian canon of Scripture. Students gain a knowledge of the origin of the texts, their historical context, and their interpretation through the use of the historical-critical method.

RLE 615 The Synoptic Gospels

This course explores the origins, structure, and general character of Matthew, Mark, and Luke with special emphasis on the theological thrusts of each gospel. Select pericopes, chosen to create an awareness of the difficulties and problems of New Testament interpretation, are taken for extensive exegesis.

RLE 616 Johannine Writings

With consideration of the context of the historical situation of the community in which and for which the Johannine texts were written, this course offers an examination of the Gospel and Letters of John. Emphasis is given to the theology (Christology, Ecclesiology, Eschatology, Ethics) of the texts and their significance for contemporary Christian faith.

RLE 617 Letters & Theol 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 Documents & Theol Vatican II

In this course, students 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 explore the implementation and development of the Council's teachings in the contemporary Church.

RLE 632 Theologies Of Liberation

This course provides an in-depth consideration of the Liberation theology developed in Central and South America. The course also provides an overview of feminist and Black theologies. Some attention is 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**RLE 641 Intimacy & Commitment**

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, are 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 completes 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 is also given to topics such as Eucharistic devotion and the Sunday gathering of the Catholic community in the absence of a priest.

RLE 644 Sem:Min Fam Models**RLE 645 Reconciliation & Vocation**

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

RLE 647 Hum Sexuality/Christ Marriage

Drawing on the contributions of contemporary natural and social sciences, the course provides 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 is given to considering Christian marriage as a sacramental event in contemporary theological reflection as well as in historical expression.

RLE 651 Moral Issues In Health Care

Although health care began as a ministry of the Church, it is now secularized and commercialized, especially in the United States. This course examines the ethical questions that arise as a result of this shift. 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 are studied.

RLE 653 Professional 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 is given to the physical, psychological, and social dimensions of the mystical experience as well as a theological understanding of the mystic's encounter with the Holy.

RLE 662 Models Relig Educ**RLE 663 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 664 Biblical Spirituality

This course explores major themes of the spiritual life as expressed in the Hebrew Bible and Christian Scriptures. After addressing the issues of biblical interpretation and critical understandings of spirituality, the course looks at various biblical themes with particular emphasis on creation, covenant, sin, God's reign, conversion, and justice.

RLE 665 Contemporary Spirituality

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

RLE 670 Counselng Bereaved**RLE 671 Special Topics****RLE 675 Special Topics****RLE 676 Prog Of Prevention****RLE 701 Serv & Admin Faith Communities**

This interdisciplinary 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 addresses 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 Multicult Perspect 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. The course explores emerging leadership insights as to how to create and empower a multicultural Christian community around issues.

RLE 705 Church Acct & 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 is 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 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 Rel Imag & Models of Rel Edc

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 are explored in terms of their conceptual framework, operating principles, strengths, and limitations.

RLE 711 Leadership & Religious Edc

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 examine contemporary spirituality and leadership skills that promote community advancement. Strands of spirituality and systems of reflective group process are examined for their underlying energizing principles that nurture shared responsibility, curricular interdependence, creative problem-solving, and the empowerment of people. Participants articulate a personal and community vision reflecting transforming spirituality and enlightened leadership.

RLE 713 Lit Proclamation

This course is designed to offer a theological examination of the most recent developments in contemporary Christology. Emphasis is 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 is 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 provides 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 Adolescent**RLE 720 Special Topics****RLE 721 Intro To Pastoral Counseling**

This course addresses 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 Euch & Japan Tea Ceremony**RLE 725 Ministry to Families with Loss**

The 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 the face of loss.

RLE 730 Human Encouter With Death

This experientially-oriented course explores 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, the course focuses 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

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 examine the process of coming to wholeness in their lives, in their ministry, and with the culture as a whole.

RLE 735 Spirituality of 12 Step Progra

Students will examine the spirituality of the twelve steps of Alcoholics Anonymous and other self-help programs, especially as they impact those recovering in these programs and their usefulness to society at large. Issues treated will include the development of Alcoholics Anonymous, the nature of professional treatment programs, and the twelve steps as a way of life for many people.

RLE 740 Personal,Comm & Lit Prayer

This course investigates 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 confronts the distinct problems faced by contemporary men and women in their lives of prayer. It offers 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 Rites Of The Catechumenate

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

RLE 745 New Dir Lang Minis**RLE 747 Eucharist & Japanese Tea****RLE 749 Multicultural Trads 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 apply the fundamental dynamic to other churches as well. The topic of incorporating different cultural traditions and offering separate worship opportunities is explored.

RLE 751 Independent Studies

Focusing on both church design as well as church art, liturgical objects, and vesture, this course examines the theology and spirituality suggested by the environment and art of different historical periods. The question is 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 are explored. Visits to local churches and liturgies 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 have the opportunity to apply general theory to a variety of liturgical settings.

RLE 770 Special Topics**RLE 771 Special Topics: Ministry****RLE 775 Special Topics****RLE 776 Liturgical Planning Principles****RLE 780 Special Topics**

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

RLE 785 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 outlines goals for the experience, develops a reading list, and proposes a final project. A member of the faculty serves as the practicum supervisor and evaluates the final project. The course may be taken for three or six credits.

RLE 790 Integrative Proj & 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 have one year from the time of registration to complete the project. The course is for three credits.

Health Care Administration (HCA)

HCA 680 Emplmnt Research**HCA 731 Hlth Care Organ & Mgt****HCA 770 Ambulatory Care Mgt****HCA 771 Long Term Care Admin****HCA 772 Health Care Marketing****HCA 775 Fin Mgt Health Care Inst****HCA 776 Managed Care****HCA 780 Applied Research In Bus****HCA 794 Legal/Regulatory Environ**

Health Science (HSC)

HSC 500 Spanish for Healthcare Prof**HSC 516 Urban Hlth: Family in Jeopardy**

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.

HSC 556 Reprod Hlth for Practitioners**HSC 576 Families in Joepardy****HSC 591 Geriatric Psychopharmacology**

History (HIS)

Human Capital Development (HCD)

Information Tech Leadership (INL)

Instructional Technology Mgt (ITM)

Integrated Studies (INST)

INST 575 Special Topics

Management (MGT)

MGT 725 Health Systems Management

This course provides students with a comprehensive macro approach to health delivery systems and the competencies required to manage this transforming industry. Students will examine current and future health utilization trends from the perspective of the provider, consumer, insurer and regulator. Particular attention will be given to how these stakeholders impact the role of the manager in a health systems organization. The course will examine the relative strengths and weaknesses of our current system compared to other nations. We will explore the delivery of health services associated with population and public health and how behavior influences the provision of these services. The course will highlight the logistics of the health care system, its organization, workforce makeup, finances, its cost and related value, and how technology and information systems impact the industry. The course will also provide an overview of the future of health care delivery in the United States and health care policy.

MGT 730 Nonprofit Management

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

MGT 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(s): MBA 810

MGT 741 Org Devel & Consul Proc

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

MGT 752 Managerial Skills Laboratory

This course provides an opportunity for self-assessment and improvement of the skills critical to an effective manager. The design of the course promotes interaction between students and active participation in classroom activities. The objective is to learn conceptual versatility and behavioral techniques that can be practiced in the laboratory setting then applied in a work situation. The course schedule for the Skills Lab is over 4 days (two full weekends) plus a Friday evening follow-up session, and full participation is required. Because of this compressed time frame, there is no hybrid or other online component to this course. Prerequisite(s): 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. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success. Prerequisite(s): MBA 810

MGT 770 Special Topics**MGT 780 Applied Research in Management and Leadership**

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 810 and approval of supervising professor and program director

MGT 790 Special Topics in Management and Leadership

This course will explore a topic of contemporary interest related to management and leadership. Topics will vary and may include Performance Management: Challenges, Trends, and Controversies; Conflict and Negotiations; What Every Business Student Should Know about Workplace Rights and Responsibilities; and Managing by Design. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 810, other prerequisite(s) may be required depending on the topic

Management Information Systems (MIS)

MIS 662 Mgt IS/IT System Resources**MIS 700 Business Appl Program**

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

MIS 705 Mgt of Info Tech**MIS 710 Info Systms Anal/Design****MIS 715 Decision Sup & Exper Sys****MIS 720 Database Mgmt****MIS 725 Database Mgt****MIS 730 Electronic Commerce**

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 735 Enterprise Res Planning**MIS 760 Effective Strategic IS/IT Plan****MIS 775 Project Mgt Info Tech Sys****MIS 780 Appl Rsch In Business****MIS 781 Applied Research in Business****MIS 785 Decision Supp & Expert Systems****MIS 791 Co-op Education**

Marketing (MKT)

MKT 720 Advanced Digital Marketing Strategies

This course provides students with the most up-to-date and comprehensive overview of major digital marketing channels and platforms – Search Engine, Digital Display, Video, Mobile, and Social Media. It will teach students how to conceptualize and integrate digital marketing into a firm's overall marketing efforts. Students will complete the course with in-depth knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation, and students will also learn how to measure digital marketing efforts and calculate Return on Investment. Prerequisite(s): MBA 690

MKT 730 Strategic Marketing Analytics

Marketing analytics is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing analytics allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market analytical information and understand its decision value. The objective of this course is to convey the effective application of rigorous marketing analytics to relevant managerial decisions. This course introduces today's most valuable marketing research and analytics methods and tools and offers a best-practice methodology for successful implementation. Hands-on exercises, assignments, and case studies provide students an opportunity to apply the marketing research and analytics techniques for solving key problems ranging from product development, segmentation, pricing, promotion, distribution, campaign management, brand valuation, and digital marketing strategy.

MKT 732 Consumer Behavior

The course examines the social, cultural, psychological, and economic influences on consumer behavior. It looks at the applications of behavioral science principles to the development of marketing strategies. Prerequisite(s): MBA 690

MKT 739 International Marketing

This course offers a managerial view of the marketing function as it applies to the international field, describing and exploring the complexities, problems, and opportunities of worldwide marketing. Prerequisite(s): MBA 690

MKT 771 Services Marketing

Services dominate the U.S. economy and play a critical role in setting businesses apart from competition across the globe and in the industry sectors. The course focuses on the unique challenges of managing services and delivering quality service to customers. The attraction, retention, and building of strong customer relationships through quality service are central to the course. The course is equally applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, and professional service, etc.) and to organizations that depend on service excellence for a competitive advantage (e.g., high tech manufactures, automotive, and industrial products, etc.). The underlying theme of the course is that management issues in services are often different from those in manufacturing, and this has important implications for marketing strategy and implementation. This theme will be developed through a series of lectures, videos, class discussions, and both individual and group exercises. Prerequisite(s): MBA 696

MKT 780 Applied Research in Marketing

This customized course provides students with a unique opportunity to integrate their academic work with a wide range of professional studies including but not limited to independent studies, research projects, or internships. Prerequisite(s): MBA 690, and approval of supervising professor and program director

MKT 784 Euro Seminar-Marketing**MKT 785 Pacific Rim Sem in Mkt****MKT 790 Special Topics in Marketing**

This course will explore a topic of contemporary interest related to Marketing. Topics will vary and may include Product Innovation and Design Thinking, Services Marketing, Sales Management and Leadership, and Travel Study. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic. Prerequisite(s): MBA 690; other prerequisite(s) may be required depending on the topic

Marriage Family Therapy (PMFT)

PMFT 502 Counseling Laboratory I

This laboratory course is designed to develop the basic counseling and therapy skills that enables students to understand the client/s, develop a trusting relationship with the client/s, and to facilitate the client/s' self-exploration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered. Restriction(s): PCC majors register for PCC section; MFT majors register for MFT section

PMFT 505 Systems and Systemic Thinking

This course provides the student with an overview of systemic concepts and systemic functioning. It includes structure, development, health, and dysfunction from traditional systemic theoretical constructs and approaches. Particular emphasis is placed on acquiring a systems perspective and applying that perspective to families and other systems.

PMFT 516 Ethical, Legal, and Contemporary Issues for Systemic Therapists

This course examines current ethical and legal issues for couple and family therapy practice and the most current AAMFT Code of Ethics. The course covers ethical, legal, and personal safety considerations for traditional in-person treatment, the use of technology in clinical practice, and systemic teletherapy.

PMFT 603 Human Sexuality

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.

PMFT 607 Graduate Research**PMFT 608 Therapeutic Approaches for Children and Adolescents**

This course is designed to provide an understanding of working with children, adolescents, and their families. It will focus on treating a variety of presenting issues, as well as provide several theoretical perspectives for working with families with children and/or adolescents. We will explore many clinical interventions for working with youth of varying ages, and the course will include play therapy. Students will have many experiential opportunities to learn about play therapy techniques and interventions. Careful attention will be paid to ethical issues, laws regarding mandated reporting, duty-to-warn, when treating children and adolescents, as well as cultural and diversity issues will be addressed. Prerequisite(s): PCC/PMFT 500 and PCC/PMFT/PCMF 502

PMFT 614 Working with Families

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

PMFT 616 Contextual Family Therapy

This course provides an exploration of the convictions, concepts, strategies, and techniques of contextual therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families. Prerequisite(s): PMFT 505

PMFT 624 Marital and Couples Therapy

This course is designed to provide the student with an understanding of the issues typically addressed in couples' therapy and the ethical considerations when working with couples. Role playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couples therapy, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, are addressed. Prerequisite(s): PMFT 505

PMFT 628 Understanding Relationships

This course examines human relationships with particular reference to their various forms, functions, and patterns of development. The processes of attachment, separation, individuation, and differentiation are highlighted and are used in a contextual (systemic) framework to examine each relationship. Special emphasis is placed on the clinical applications of this knowledge to couples and families. The student is required to complete a study of one of his/her primary dyadic relationships. Prerequisite(s): PMFT 505

PMFT 634 Addictions and the Family

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

PMFT 646 Sex Therapy

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment will be addressed. Models of sexual response, general theories of sex therapy, and modes of sex therapy will also be explored. Students will learn to take detailed sexual histories, sexual assessments, and applications of sexuality within a clinical framework with consideration of multicultural diversity. Prerequisite(s): PCC/PMFT 502 and PMFT 603

PMFT 680 Internship I**PMFT 681 Internship II****PMFT 682 Internship III****PMFT 683 Internship IV****PMFT 690 Professional Seminar I****PMFT 691 Professional Seminar II****PMFT 692 Professional Seminar III****PMFT 693 Professional/Case Seminar**

Master of Education (RTC) (EDM)

EDM 509 Teaching Writing/Thinking**EDM 511 Creating Health and Balance in Today's Classroom**

This course examines, discusses and offers hands-on learning on research that shows students who are physically fit and well-nourished perform at a higher academic level. The impact of stress, poor nutrition, poor time management, and lack of physical activity on students and educators will be examined in order to better facilitate the learning process.

EDM 515 The Gendered Brain

This course examines, discusses and offers hands-on learning in current research on gender differences, including how to provide educational equality enhancing each student's personal worth and meaning through a variety of gender specific activities.

EDM 520 Universal Design for Learning: Reaching All Learners in the Digital Age

This course examines, discusses and offers hands-on learning for teachers to apply a blueprint for creating flexible goals, methods, materials and assessments to support classroom-based activities that will enable their students with diverse needs and learning styles to succeed in an inclusive, standards-based, digital classroom.

EDM 524 Technology with Ease: Enhancing the Modern Classroom

Focus on keeping ahead of the technological curve, regardless of your initial comfort working with technology. This course is designed to increase confidence in integrating technology using emerging web applications. Explore the use of educational technology to facilitate student learning and have students become digitally prepared for the 21st century. Question previously conceived notions about content creation, delivery, storage, and assessment, while stretching existing teaching methods to adapt to changing student needs. NOTE: A laptop with WiFi capability is required.

EDM 526 The Cooperative Classroom**EDM 530 Encouraging Skillful, Critical, and Creative Thinking**

This course examines, discusses and offers hands-on learning in a practical, experiential course for all educators who want to explore and apply instructional strategies to teach students to be better thinkers. Embedded within the course are five research-based themes to promote student achievement: learning to think skillfully; thinking to learn (using models for thoughtful questioning); thinking together cooperatively; thinking about one's thinking (metacognition and reflection); and thinking big by applying thinking skills and processes to authentic problems.

EDM 535 Brain-Based Teaching and Learning

This course examines, discusses and offers hands-on learning utilizing current research in neuroscience that indicate ways that brains naturally learn best. Teachers will then apply what they learn to the P-12 classroom.

EDM 540 Cooperative Discipline

This course examines, discusses and offers hands-on learning to shift the discipline paradigm from controlling student behavior through rewards and punishment to helping all students make better choices. Structured around research-based school success factors, course content identifies the four goals of misbehavior, builds positive classroom climate, and presents multiple strategies to use at the moment misbehaviors occur.

EDM 545 Assessment Techniques: Assessing for Student Learning

This course examines, discusses and offers experience and analyzing authentic assessments, as well as studies the progression of the standards-based movement and how the Common Core State Standards will better allow educators to prepare students for the future.

EDM 555 The Kinesthetic Classroom: Teaching and Learning Through Movement

This course examines, discusses and offers hands-on learning through understanding how instructional content can be enlivened in the P-12 classroom through the use of dynamic movement and kinesthetic activity. By using movement, academic standards can be met, test scores can be improved and important life skills can be developed.

EDM 560 The Culturally Distinctive Classroom

This course examines, discusses and offers hands-on learning in strategies for classroom management and lesson delivery in a culturally diverse classroom will be examined. The focus is on understanding our national culture in order to understand and appreciate other cultures. A study of multiculturalism, trends in multicultural education through the perspective of the English Language Learner, as well as trends in second language acquisition are key components of this course.

EDM 565 Increasing Student Responsibility and Self-Discipline in Learning Communities

This course examines, discusses and offers hands-on learning through using a three-dimensional model for understanding why students may act irresponsibly in the classroom and what can be done about it. Develop an approach that focuses on students' internal dialogues to help them resolve inner conflicts as well as examine strategies for improving responsibility in the learning community.

EDM 570 Motivation: The Art and Science of Inspiring Classroom Success

This course examines, discusses and offers hands-on learning on why the traditional reward-punishment model does little to promote achievement and offers concrete researched-based ways to motivate students. Motivation as it applies to the learning process will be surveyed: basic human needs, the driving force behind all human behavior, inspiration and peak performance, energizing classroom strategies, and frameworks that encourage change and achievement.

EDM 575 Skills and Strategies for Inclusion and Disabilities Awareness

This course examines, discusses and offers hands-on learning to assist teachers to gain a deeper understanding of disabilities, and examine the social, academic and physical considerations in school, community and home as factors in the learning environment.

EDM 580 Differentiated Instruction

This course examines, discusses and offers hands-on learning through a framework to design effective instruction for all students using students' learning styles, interests and level of readiness.

EDM 585 Styles of Teaching: Personality Type in the Classroom

This course examines, discusses and offers hands-on learning on Jung's four temperaments to understand more thoroughly issues pertaining to teaching, learning, classroom management, communication, conflict resolution, esteem building, and problem solving. Teachers will apply what they learn to real classroom situations.

EDM 590 Developing a Technology Rich Classroom

This course focuses on keeping educators on the cutting edge of free available resources to improve instruction regardless of their teaching situation. Participants will experience a variety of different engaging instructional tools to enhance their own content delivery as well as providing access to their content in new and exciting ways. This course is designed to enhance the educator's knowledge base of content curation and improve their teaching pedagogy around the proper use of instructional technology in a digestible, understandable, and engaging format.

EDM 600 Teaching 'Tweens & Teens

This course examines, discusses and offers hands-on learning to understand the dynamics of upper elementary, middle, and high school students and how they learn best when their needs are recognized and addressed. Content addresses research in the psychology of pre-adolescents and adolescents from a variety of perspectives, including studies in neuroscience, cognitive science, psychology, and education. This course also explores research-based strategies to engage all students and improve the depth of their learning.

EDM 605 The Bully Proof Classroom

This course examines, discusses and offers hands-on learning on the important issue of bullying that today's families, schools, communities, and society face. This course provides research-based information to better understand the issues and develop strategies to address the problem.

EDM 610 Engaging Lang Learners

Teachers of English Language Learners (ELs) no longer solely applies to teachers who certified in ESOL. English Language Learners are all teachers' students and collaboration between the teachers, counselors, and administration is essential for their success. In this course, you will explore the Framework of Equitable and Excellent EL Education as we outline the guiding principles of English Language instruction and how they work together to create an environment where ELs can thrive. You will examine how culturally responsive teaching and critical pedagogy build the foundation for meaningful relationships with students who are learning English. In addition, you will learn how to scaffold your instruction and promote proficiency in the four modalities of language learning: reading, writing, listening, & speaking. Furthermore, you will explore how to design formative assessments that teach academic language, vocabulary, reading, and how to build on background knowledge and skills that will benefit all students. Spanish Language Component: While ELs native languages differ, Spanish tends to be the most common among students in the United States. Therefore, there will be seven modules to help you lay a novice-level foundation in Spanish, so you can communicate with your ELs at the beginning of their journeys in becoming proficient in English.

EDM 615 Strategies for ADHD, LD, and a Spectrum of Learners

This course examines, discusses and offers hands-on learning in today's classrooms that include a spectrum of learners who have different levels of attention, learning, communication, and behaviors. Learn how to tap into your students' strengths with appropriate interventions and curriculum practices.

EDM 620 The Kinesthetic Classroom II: Moving Across the Standards

This course examines, discusses and offers hands-on learning to design kinesthetic activities for the P-12 classroom focusing on teaching Common Core and national standards based content. It also supports the refinement of strategies and techniques regarding "The Six-Part Framework" to ensure maximum student participation that enhances academic achievement, builds class cohesion, and develops life skills. Teachers create new activities and tactics to enhance the learning process for the students and design effective action plans to increase movement in the school environment.

EDM 625 Teaching 2.0: iPads in Edc

This course examines, discusses and offers hands-on learning regarding how iPads are rapidly changing the face of education. Teaches will increase knowledge of how the iPad works; learn how data collection, storage, and management can be made more effective; examine applications for classroom use, lesson planning and presentations. Teachers will also explore and experience how to better meet the needs of 21st century learners and streamline data collection and daily management.

EDM 630 Skills for Building the Collaborative Classroom

This course examines, discusses and offers hands-on learning to bolster collaboration, cooperation, innovation, creativity and critical thinking (all 21st Century Skills) using interactive hands-on structures and activities. The goal: to engage students living in a global community and ultimately working in a global marketplace. Participants can expect to learn how to successfully encourage students to work cooperatively and collaboratively to THINK, CREATE, SHARE and GROW interdependently.

EDM 635 Reflective Practice in Teaching

This course examines, discusses and offers hands-on learning for teachers to apply concepts and principles of reflective teaching practice in the context of critical and transformative pedagogies. Emphasis is placed on linking reflection on practice to make informed instructional decisions. This course is structured so that graduate students are guided through a reflective process leading to deeper insights into the nature of teaching and learning. Prerequisite(s): This course may be taken only after the completion of at least 5 courses in the program.

EDM 638 Spec Topics: AI for Educators**EDM 640 The MT Balance**

This research-based graduate course examines the concept of a blended teaching/learning approach that defines the balance between movement and technology to optimize student learning and success. As technology has increased, movement has decreased, effecting the health, well-being and learning potential of the 21st century student. Defining and creating the movement/technology balance in our schools is now a vital necessity for future growth and academic achievement. Some focus topics include: uniting movement and technology to make the M.O.S.T. of the 21st century classroom, technology overload, the power of movement, digital responsibility, the technology machine, and the movement-technology connection. Merging these two concepts promotes a classroom environment that meets content standards effectively, increases standardized test scores and enriches the learning process while preparing students for future challenges.

EDM 645 The Mindful Classroom

This course introduces educators to mindfulness as a lifestyle and more importantly, as an instructional style rather than an isolated period of instructional time. Establishing best practices in mindfulness instruction is a key component of this course. Developing personal practice and how mindfulness affects the brain coincide to define the role of the mindful teacher. How to introduce mindfulness to our communities is addressed, as well as Cognitive Load Theory.

EDM 671 Special Topics**EDM 900 Special Topics**

Masters of Business Admin (MBA)

MBA 590 Professional Development Seminar

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

MBA 592 Written Communication Skills for Business

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

MBA 601 Financial Accounting

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

MBA 602 Financial Markets

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

MBA 603 Business Economics for Managers

This course is designed to teach the principles of both micro and macro economics and to help the students understand the economic events that shape the world, markets and businesses. The course develops students' abilities to interpret how businesses form and operate under various market situations. Topics such as supply and demand, elasticity, relevant cost definition and relationships, profit optimization, market characteristics and long-run profitability implications, resource costing, and global market competitive responses are studied. The course further examines the role and activities of the various economic sectors consisting of households, businesses, and governments, and how those actions impact the state of the economy. The roles of government and the Federal Reserve are evaluated and their impact examined.

Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 690 Creating Customers Through Effective Marketing Management
The course shows how the techniques of marketing management can be used to attract and satisfy customers while building long-term business profitability. Topics include (1) market, consumer, and competitive analysis; (2) segmentation, targeting, and positioning; (3) product development, pricing, promotion, and distribution; and (4) marketing strategy and planning.

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. It examines the problems of cost measurement, planning, coordination, control, and performance evaluation. It explores how accounting systems address business problems and evolve in response to the changing economic environment. The course will relate ethical and global issues to managerial accounting topics. The students will explore and analyze "real world" data and apply their gained knowledge to contemporary managerial accounting problems and cases. Prerequisite(s): MBA 601

MBA 692 Financial Performance: Control and Measurement

This is a survey course focusing on how managers can construct a decision-making process focusing on maximizing the value of the firm. Because the majority of financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting, and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. Prerequisite(s): MBA 601, MBA 602, and Completion of MBA Math (if not waived)

MBA 693 Business Analytics for Informed and Effective Decision Making

This course introduces students to the growing field of business analytics. Business analytics is the use of data, information technology, statistical analysis, and quantitative methods and models to support effective organizational problem solving and informed decision making. The course includes methods, tools, and techniques for summarizing and visualizing historical data, which is relevant to descriptive analytics – the use of data to find out what has happened in the past or is currently happening; methods, tools, and techniques for extracting information from existing data in order to determine patterns, which is relevant to predictive analytics – the use of data to find out what will happen in the future; and methods, tools, and techniques for optimization, which is relevant to prescriptive analytics - the use of data to determine the best course of action in the future. Prerequisite(s): Completion of online Math Assessment (if not waived).

MBA 810 Developing Your Leadership Skills

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, decision making exercises, and role plays) and feedback from coworkers, faculty, and other participants. It includes a full day assessment workshop. 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 811 Leadership: Theories and Skill Development

This course reviews major leadership theories including trait theory, behavioral theories, contingency models, expectancy theory, path goal theory, transformational leadership, and servant leadership. The course also covers a series of in-depth exercises that address leadership skills including individual decision making, team decision making, nominal group technique, problem framing, negotiation, and managing organizational change. Students are expected to complete a written exam and a series of five short analytical papers.

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 can be used to gain the insight needed to support selection of decision alternatives. Students learn about the role of data, information, and knowledge in managerial problem solving and decision making. Transactional processing and database management systems (DBMS) are used to store, manage, and retrieve data in organizations. Decision support system (DSS) tools and technologies (such as natural language programming and influence diagramming) are used to organize data into information for decision analytics. Expert systems (ES) are used to synthesize information into knowledge for knowledge management. Students are required to use DBMS, DSS and ES software packages in a hands-on environment. Prerequisite(s): MBA 693

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 from the perspective of investors, creditors and management. Prerequisite(s): All foundation courses, MBA 691, MBA 692

MBA 840 Frameworks for Socially Responsible Decision Making

This course is designed to explore the complex ethical, legal, cultural, political, social, and economic issues confronting individuals, groups, and organizations. We will use various models and theories to develop critical thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders. Prerequisite(s): All required foundation courses

MBA 902 Competitive Strategy

This integrative capstone course is designed to expose students to strategies that companies use to build and sustain competitive advantage in the global market. The course provides students with industry, competitor, and business level analytic tools that help students to assess factors that influence strategy formulation and strategy implementation in both domestic and global markets.

Negot & Conflict Resolution (NCR)

NCR 501 Theor/Conflict Anal & Resolut

NCR 701 Adv Negotiation Theory/Practic

NCR 702 Adv Mediation Theory/Practice

NCR 703 Issues Dispute Resolut Process

NCR 750 Conf Resolut Appl: Research

Nonprofit Leadership (NPL)

NPL 605 Nonprofit Management

This introductory course provides an examination of the management, operations and governance principles and practices of nonprofits in the United States. Directly and indirectly, students will learn the answers to the following questions—and more: How should and do nonprofits operate? What makes them tick? How are nonprofits similar to and different from for-profit organizations? What are the myths versus the truths about nonprofits? What are the challenges facing nonprofits now and in the near future? And so much more.

NPL 610 Governance and Leadership

This course is designed to provide students with a full understanding of the roles and responsibilities of American nonprofit boards, individual board members and executive leadership, as well as the interplay of all, and to introduce the idea of alternative model(s). Through class, readings and assignments, students will learn the theory and the ideal and compare it with the reality. As a result, they will be able to formulate a strong board, devise a strong governance-leadership relationship, evaluate ongoing performance, and support ongoing positive outcomes.

NPL 615 Nonprofit Finance

This course is designed to provide the skills and knowledge to plan an organizational budget, to implement best practices in financial policies and procedures, to evaluate financial statements, to make financial decisions, and to comply with the legal reporting requirements.

NPL 620 Fund Development for Nonprofits

This class offers an overview of fundraising trends, concepts, and strategies. Students will gain an understanding of how fundraising works, and learn how to design contributed revenue programs for charitable nonprofit organizations. Major topics include donor motivation, communicating your organization's worth to donors, and selecting effective fundraising strategies based on an organization's individual circumstances. Students will learn how to raise funds from individuals, foundations, and corporations. Issues of ethics in fundraising will also be explored.

NPL 625 Strategic Planning for Nonprofits

This class focuses upon strategic planning/strategic management, essential skill areas for the 21st century leader. The course highlights planning models as well as key planning functions. The course is "Grounded in theory; anchored in application." Students will learn and apply a set of well-established planning tools and techniques. This course is collaborative, placing shared responsibility for learning upon all participants, students and instructor alike. This course is interactive, featuring a variety of learning tools and approaches. Real work samples are introduced and multiple learning techniques employed.

NPL 630 Law and Ethics in the Nonprofit Sector

This class is about both law and ethics, underscoring that they are not synonymous. Students will gain an understanding of the legal requirements and ethical considerations surrounding everything from starting and dissolving a nonprofit to the laws of fundraising and lobbying. As a class for nonprofit leaders, not lawyers, the course is designed to allow students to appraise and interpret the legal and ethical frameworks necessary to ensure compliance and the ability to construct the right questions to ask of an attorney, the right ethical challenges to propose to staff and board and the tools and knowledge needed to design an organization that is not only legally compliant but ethically run.

NPL 635 Program Evaluation for Nonprofit Leaders

Program Evaluation for Nonprofit Leaders recognizes that the nonprofit sector has entered the "Age of Assessment." This course covers both quantitative and qualitative theories and approaches to evaluation with special accent upon measuring program outcomes. The course utilizes a well respected, time tested evaluation model for evaluation and a hands-on approach to apply concrete, practical tools and techniques. Applications range from preparing an evaluation design to demonstrating specific skills such as developing logic models, survey design, and focus group facilitation. The course does not emphasize statistical or technological applications.

NPL 640 Self-Assessment for Leadership

NPL 645 Marketing for Nonprofits

The course will enable participants to understand the advanced principles of marketing and public relations with the purpose of applying them as part of the strategic planning knowledge base required of any high-level nonprofit executive. By the end of the course, participants will be proficient in preparing a marketing plan and putting these principles into practice.

NPL 650 Issues and Trends in the Nonprofit Sector

This course is designed to do two things: to explore some of the current trends and issues operating in the nonprofit sector at this time AND to help students gain a comfort with understanding the research of others so that they may become better consumers of research, if not also better researchers. This class explores together three specific, current issues/trends of which nonprofit leaders should be aware because of their potential impact, be it positive, negative or even neutral. The trends explored change with each offering of the class, but two are selected by the profession and the third by the class. In addition, each student will investigate, and share with the rest of the class, an issue/trend of interest to him/her. Prerequisite(s): Students must have taken at least four other classes before this class.

NPL 652 Leadership Assessment and Evaluation

This experiential course is focused on helping students expand their leadership/management capability through systematic assessment of their existing competencies, targeted skill development, and by providing practice in applying the newly acquired skills. A five-step learning framework is used to "drive" this skill acquisition process. During this skill development process, the student receives feedback from self-assessment results, faculty, other participants and co-workers. Topics will include: self-awareness, time and stress management, individual and group problem solving, communication, power and influence, motivation, conflict management, empowerment, and team leadership, and leading positive change.

NPL 670 ST: Nonprofit Ldrshp Fundament

NPL 700 Capstone

The Capstone Project is a semester-long, learning experience focused on a specific aspect of nonprofit leadership based on a student's interests. The capstone is intended as an opportunity both to integrate all that has been learned throughout the course of the degree program and to explore more deeply a particular subject matter tied to a student's professional development. A student is required to present her/his capstone project both orally and in written form. Prerequisite(s): All other classes in the program must have been completed before a student may enroll in NPL 700.

NPL 770 Special Topics

Nursing (NUR)

NUR 512 Informatics

This course provides an overview of informatics and other technologies used to enhance and improve patient care. The application of communication technology to integrate and coordinate care is examined. Data management and electronic health records are explored. Access to current literature through search processes using technology is linked to evidence-based health education and other patient care interventions.

NUR 565 Safety Strategies for Health Care Delivery Systems

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 581 The School Nurse and the Exceptional Child

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.

NUR 582 School Nurse Practicum

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing. Prerequisite(s): NUR 581

NUR 607 Advanced Nursing Roles in Healthcare

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608 Advanced Nursing Practice for Population-Based Care

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 609 Health Care Economics

This course introduces students to key concepts, models, and empirical findings in the field of health economics. Students examine the markets for health insurance, health care services, and prescription drugs, along with the labor markets for health care professionals. Students also consider the efficiency and equity aspects of the U.S. health care system and health care systems in other countries.

NUR 615 Family System Concepts for Primary Care

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616 Advanced Health Assessment

This course addresses the health assessment of individuals across their lifespan using a framework of physiologic, psychological, socio-cultural, and physical examination data. Students explore history-taking methods, principles of physical assessment, and concepts of clinical diagnosis to determine patients' potential and actual health problems. The course enables students to develop skills necessary to evaluate the comprehensive health status of individuals through assessment of normal and abnormal physical findings. Students combine principles of nursing and other related sciences to analyze clinical problems and provide safe, competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis, and decision-making skills. Prerequisite(s): Core, NUR 617, NUR 618

NUR 617 Advanced Pharmacology

This course expands the study of the actions and effects of drugs in the human system across an individual's lifespan. Students synthesize legal and professional nursing responsibilities related to pharmacotherapy for health promotion, pathological syndromes, and clinical disorders in advanced practice nursing roles. Students appraise principles of drug therapy, mechanisms of action, and selection of appropriate pharmacological agents in clinical prescribing. Prerequisite(s): NUR 618 Corequisite(s): NUR 618

NUR 618 Advanced Pathophysiology

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across an individual's lifespan. Students interpret physiologic, pathophysiologic, psychological, and sociocultural data utilizing information to formulate culturally appropriate advanced nursing practice. Students focus on differentiating normal, variations of normal and abnormal changes of syndromes, and constellations of symptoms with a selection of pertinent diagnostic testing.

NUR 619 Nursing Issues in Genomic and Genomics

This course, grounded in the rapidly advancing science of genetics/genomics field, emphasizes a practice-based approach. Professional practice competencies are applied to a disease/condition, including risk assessment, genetic education, counseling, testing, results interpretation, and clinical management. Legal, ethical, and social issues are examined. The course incorporates "need to know" approaches that foster integration of genetics/genomics into nursing practice.

NUR 620 Biopsychosocial Processes: Nursing Care of Adults in Health and Illness

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 622 Psychopharmacology

This course provides advanced knowledge of the neurophysiological processes, risks, benefits, and outcomes of the use of psychotropic drugs in mental health practice. Scientific foundations and best practices for the clinical application of medication in treating mental disorders across the lifespan are discussed. Pharmacotherapy for promoting health and treating clinical disorders in the advanced practice nursing role is discussed in the context of the legal and professional guidelines for prescribing. Students synthesize knowledge of drug therapy and metabolism and the use of genetic assays in the selection of pharmacological agents in clinical prescribing. Prerequisite(s): NUR617: Advanced Pharmacology; NUR 618: Advanced Pathophysiology

NUR 627 Psychiatric Mental Health Nurse Practitioner Role 1 Course

This foundational course introduces students to the roles and responsibilities of the Psychiatric Mental Health Nurse Practitioner (PMHNP) to meet the needs of clients across the lifespan, with focus on vulnerable populations. Legal and ethical guidelines for advanced practice are reviewed. The course also introduces basic competencies in therapeutic communication and conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students will draw upon diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5). Prerequisite(s): Core and Advanced Core Corequisite(s): NUR 657: Clinical Practicum Role I

NUR 628 Psychiatric Mental Health Nurse Practitioner Role 2 Course

This course focuses on treatment models for prevention, intervention, and psychoeducation for selected acute and chronic psychiatric conditions of clients across the lifespan. Students review legal and ethical guidelines for advanced practice, with special attention to vulnerable populations. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 658: Clinical Practicum Role II

NUR 629 Psychiatric Mental Health Nurse Practitioner Role 3 Course

This course focuses on family level interventions, group therapy, and crisis intervention. Approaches also incorporate evidence-based complementary and alternative healthcare interventions. Examination of the consultation liaison role, the benefits and challenges to interprofessional practice, and the collaborative functions of the PMHNP in integrated medical practice are included. Issues related to independent professional practice are also addressed. Prerequisite(s): Core and Advanced Core: Psychiatric Mental Health Nurse Practitioner: Role I and II; Psychiatric Nurse Practitioner: Field Study I and II Corequisite(s): NUR 659: Field Study Role III

NUR 631 Clinical Outcomes Management

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

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634 Field Study in Clinical Nurse Leadership

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 637 Epidemiology and Population Health

This course introduces methods of analysis, concepts and nursing strategies related to improving individual, aggregate and population health. Epidemiological concepts are examined with emphasis on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Epidemiological, biostatistical, environmental data and statistical measures are used to integrate, analyze and evaluate nursing science practice and outcomes within the dimensions of population health.

NUR 656 Field Study in Public Health Nursing II

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. Prerequisite(s): NUR 650, NUR 655 Corequisite(s): NUR 651

NUR 657 Field Study: Psychiatric Mental Health Nurse Practitioner Role 1

This course focuses on clinical practice with clients with mental health conditions in accordance with the role expectations and scope of practice of the advanced practice psychiatric nurse. Students apply principles of legal and ethical guidelines for advanced practice by conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students utilize appropriate assessment tools and protocols to develop primary and differential diagnoses according to the diagnostic criteria outlined in the current Diagnostic and Statistical Manual (DSM-5).

NUR 658 Field Study: Psychiatric Mental Health Nurse Practitioner Role 2

Students provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. The course focuses on development of skills in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role I; Psychiatric Mental Health Nurse Practitioner Field Study I Corequisite(s): NUR 628: Clinical Practicum Role II

NUR 659 Field Study: Psychiatric Mental Health Nurse Practitioner Role 3

Students will provide care to clients with mental health conditions according to the role expectations and scope of practice of the advanced practice psychiatric nurse. Students will practice in accordance with legal and ethical guidelines for advanced practice in conducting comprehensive psychiatric assessments on clients from diverse cultures and across age groups. Students demonstrate competence in psychotherapeutic intervention, including pharmacological and alternative and complementary health therapies. The needs of clients with co-occurring psychiatric and physical disorders and neurocognitive disorders are also addressed. Prerequisite(s): Core and Advanced Core; Psychiatric Mental Health Nurse Practitioner: Role and II; Psychiatric Mental Health Nurse Practitioner Field Study I and II Corequisite(s): NUR 629: Psychiatric Mental Health Nurse Practitioner: Role III

NUR 660 Adult-Gerontology Primary Care I

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized. Prerequisite(s): Core, NUR 616, NUR 617, NUR 618 Corequisite(s): NUR 665

NUR 661 Adult-Gerontology Primary Care II

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed. Prerequisite(s): NUR 660 Corequisite(s): NUR 666 or NUR 667

NUR 663 Primary Care of Women

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting. Prerequisite(s): NUR 616, 617, 618, 660, 665 Corequisite(s): NUR 668

NUR 664 Primary Care of Children

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665 Field Study: Adult-Gerontology Primary Care I

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours) Corequisite(s): NUR 660

NUR 666 Field Study in Primary Care of Adults II

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 667 Field Study: Adult Gerontology Primary Care II for the FNP Student

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 preceptored clinical hours). Prerequisite(s): Core, NUR 616, NUR 617, NUR 618, NUR 665 Corequisite(s): NUR 661

NUR 668 Field Study in Primary Care of Women

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669 FNP Field Study II

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 670 Independent Study**NUR 672 Special Topics****NUR 673 Special Topics****NUR 675 Independent Study****NUR 691 Clinical Practicum II**

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.

NUR 695 Public Policy Initiatives: Local to Global

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702 Theoretical Foundations of Doctoral Nursing Practice

This course introduces methods of inquiry and analysis as a guide to examining the development of a topic of interest. Concept analysis, theory-guided research, role development, information and clinical practice technologies and historical context are topics to be explored. Nursing interventions and nursing research are systematically critiqued to inform advanced nursing practice. Students initiate a portfolio using self-evaluation with exemplars to demonstrate progress toward meeting doctoral level competencies.

NUR 703 Professional Ethics

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704 Statistics and Biostatistics

This course provides an overview of commonly used statistical methods employed in evidence-based nursing practice and interprofessional health care practices. The use of data is emphasized as it is influential in making decisions to treat, in developing policies within acute and chronic health care delivery organizations and systems, and in evaluating health care quality, processes, and outcomes. Students critique data analyses presented in selected published research studies across health disciplines. Experience is attained in data entry and data analysis using IBM®-SPSS Statistics.

NUR 705 Patient Safety and Health Care Outcomes

(60 clinical hours; 30 hours didactic) Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health care agency settings. Students explore health care errors and the impact of errors on patient, family, and health care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 709 Nursing Research for Evidence Based Practice

Students examine nursing research as applied to the profession's clinical nursing problems by examining the major parts, processes, and principles of quality investigations. They critique studies on a clinical problem and compare research designs, purposes, and methods. The fit of data analysis approaches with research questions and methods is also evaluated. Restriction(s): For MSN and CRNA students only

NUR 711 Principles of Anesthesia Practice

This course prepares the student for entry into clinical practice by presenting fundamental concepts of the scientific foundation and standards of nurse anesthesia practice. Various techniques of administration of anesthesia are introduced and discussed. The provision of individualized, culturally competent, safe and effective anesthesia care to patients throughout the life span is emphasized. The knowledge and technical skills required for success in the clinical phase of the curriculum are presented in the classroom setting and in the simulation laboratory. Professionalism, collegiality, patient advocacy, and dedication to life-long learning are fostered. Detailed discussions of stress management and promotion of student wellness are included.

NUR 712 Physics, Chemistry and Equipment in Anesthesia

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment. Prerequisite(s): NUR 616, NUR 617, NUR 618

NUR 713 Pharmacology of Anesthetic Agents

This course expands upon the knowledge gained in prior pharmacology courses. The pharmacokinetics and pharmacodynamics of anesthetic agents will be addressed comprehensively. Potential adverse effects, drug interactions and appropriate interventions will be discussed. Individual patient variations, age, gender, morbidity and other variables that impact drug selection and dosing will be explored. Students will develop strategies for the safe administration of intravenous, inhalation and injected anesthetic agents to a diverse patient population. Prerequisite(s): NUR 617, NUR 711, NUR 712

NUR 714 Advanced Physiology and Pathophysiology for Anesthesia Practice

This course expands upon knowledge gained in prior physiology and pathophysiology courses. Normal physiology as it relates to the practice of anesthesia is extensively discussed. The anesthetic implications of various comorbidities are explored in depth. Common pathological conditions are discussed in a systematic approach, focusing on indicated anesthetic considerations. Management of potential adverse reactions to anesthetics and surgery related to comorbidities will be analyzed. Students will develop strategies to optimize patients' conditions and to synthesize patient centered anesthesia management plans, supported by evidence.

NUR 715 Nurse Anesthesia Clinical Practicum I

This course offers a comprehensive study of the principles of physics and chemistry that underpin evidence based anesthesia practice. Hands on experiences in the simulation laboratory enhance instruction concerning the technology and equipment commonly used in anesthesia practice. Patient safety and provider wellness are addressed with emphasis on promoting a safe operating room environment.

NUR 716 Advanced Principles of Anesthesia Practice

This course applies the scientific underpinnings of prior courses to the anesthetic management of patients undergoing neurosurgical, cardiovascular, and thoracic procedures. Common and uncommon procedures are discussed, and students develop evidence supported, patient centered anesthesia management plans for patients.

NUR 717 Regional Anesthetic Management

This course includes a detailed study of the anatomy, physiology and pharmacology relevant to regional anesthesia. The role of regional anesthesia in the management of acute and chronic pain is explored. Techniques of administration and standards of safe anesthetic practice are emphasized. Hands-on workshops, low, medium and high fidelity simulation labs and case discussions will complement traditional teaching methods.

NUR 718 Obstetric and Pediatric Anesthesia

This course applies previously gained scientific knowledge to a comprehensive study of the anesthetic management of obstetrical and pediatric patients. The anatomic, physiologic, pathological and psychosocial characteristics of obstetrics and pediatric patients are applied to anesthetic management. Research evidence and best practice recommendations are utilized to plan safe and effective anesthetic care for pregnant women, and pediatric patients from premature neonates to adolescents, undergoing elective and/or emergent surgery. Prerequisite(s): NUR 711, NUR 712, NUR 713, NUR 714

NUR 719 Nurse Anesthesia Clinical Practicum II

This second clinical practicum course challenges students to perform at an advanced beginner level to integrate evidence based and patient specific anesthetic management plans for a diverse patient population across the lifespan, implementing anesthetic care, analyzing patient response, evaluating outcomes and revising management plans as indicated. Technical, cognitive and organizational skills, and the ability to translate knowledge into practice, are advanced by increased expectations for collaborative decision-making. Simulation training will continue to be used to enhance and verify the learning experience. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, summative evaluations by CRNA faculty, and self-reflective evaluation by the student will direct and document the development of 'advanced beginner' skills in this course.

NUR 720 Role of the WOC Nurse

This course introduces the student to the role of the Wound, Ostomy and Continence Nurse (WOC). The historical evolution of the WOC Nurse is reviewed. Students compare role responsibilities of the WOC nurse, including clinician/consultant, patient/staff education, and leadership/management. The process of research utilization and the contributions of evidence-based practice to the implementation of the WOC Nurse role responsibilities are examined. The collaborative interprofessional functions of the WOC nurse are explored. Professional issues, such as legal and ethical considerations, accountability, professional standards, budgetary management, data management, reimbursement issue, and national health policy are addressed.

NUR 721 Wound and Skin Care Specialty

Students examine principles of skin and wound care for clients across the lifespan. The pathophysiology of acute and chronic wound and skin disorders is presented to expand student understanding of normal anatomy and physiology of the integumentary system and wound healing. Assessment and diagnostic methods and treatment and preventive plans are developed for clients at risk for wound development or threats to wound healing. Students combine principles of wound care to identify actual or potential wound and skin problems, safe, evidence-based interventions, and characteristics of competent patient care. Students advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with skin and wound needs. Prerequisite(s): NUR 720

NUR 722 Wound and Skin Care Specialty Practicum

This course builds upon the scientific underpinnings of NUR 720 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing head and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and off-site anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 720, NUR 721

NUR 723 Ostomy Care Specialty Course

Principles for the care of patients with ostomy (fecal and urinary diversion), fistulas and percutaneous tubes are applied to the nursing care for clients across the lifespan in a variety of settings. Students use evidence-based strategies pertinent to ostomy care to identify actual or potential wound and skin problems, provide safe, competent care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with ostomy needs. Students integrate research and evidence-based practice guidelines in developing plans of care and educational plans for patients with fecal, urinary diversions, fistulas and percutaneous tubes. Clinical reasoning process foster accurate diagnosis and management of fecal and urinary diversions, fistulas and percutaneous tubes. Prerequisite(s): NUR 720, NUR 721

NUR 724 Ostomy Care Practicum

Students investigate principles of fecal and urinary diversion care for clients across the lifespan. The pathophysiology of acute and chronic GI/GU disorders are examined in the context of normal anatomy and physiology of the GI/GU. Assessment, diagnosis, treatment and preventive plans are developed based on student integration of principles of fecal and urinary diversion. Actual and potential problems, safe strategies, are evidence-based intervention explored in relation to competent patient care. Students develop increased theoretical knowledge as applied to differential diagnosis, clinical judgment, decision-making skills in caring for clients with fecal and urinary diversion needs. Prerequisite(s): NUR 720

NUR 725 Urinary & Fecal Continence

Students investigate the principles supporting urinary and fecal incontinence care for clients across the lifespan. They apply knowledge of normal anatomy and physiology of the genitourinary and gastrointestinal systems, to pathophysiology of acute and chronic genitourinary and gastrointestinal incontinence disorders. assessment and diagnostic methods and treatment, and preventive plans of care are developed. Students apply knowledge of urinary and fecal incontinence to identification of actual or potential client problems in order to provide safe, evidence-based, competent patient care. They advance in theoretical knowledge, clinical judgment, differential diagnosis and decision-making skills in caring for clients with urinary and fecal incontinence needs. Prerequisite(s): NUR 720

NUR 726 Urinary/Fecal Continence Pract

Students apply the principles of urinary and fecal incontinence management to care of clients across the lifespan in a variety of settings. they integrate knowledge of gastrointestinal/genitourinary anatomy and physiology and pathophysiology to actual or potential urinary and fecal incontinence problems, and provide safe, evidence-based, competent care. Students advance in theoretical knowledge, clinical judgment. differential diagnosis and decision-making skills in caring for clients to meet the needs of urinary and fecal incontinence disorders. Student integrate research and evidence-based practice guidelines in developing plans of care for patients with urinary and fecal incontinence disorders. The process of clinical reasoning is developed for accurate diagnosis and management of urinary and fecal incontinence problems. Prerequisite(s): NUR 720

NUR 730 Advanced Anesthetic Management for Special Procedures

This doctoral level course is the first of three upper level anesthesia courses that build upon the scientific underpinnings of prior anesthetic management courses. This didactic course is designed to facilitate the translation of science, research data, and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients with conditions not described in a previous section or who are undergoing a more specialized surgery. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 714, NUR 715, NUR 716 Corequisite(s): as above

NUR 731 Clinical Practicum III

This third doctoral level clinical practicum course furthers the clinical learning process by introducing rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, or neurosurgery as well as expanding on more complex general cases. Expectations for more independent decision-making and refined cognitive and technical skills increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 719 Corequisite(s): as above

NUR 732 Advanced Anesthetic Management for Special Procedures II

This doctoral level course builds upon the scientific underpinnings of NUR 730 Advanced Anesthetic Management for Special Procedures I. This didactic course is designed to facilitate the translation of science, research data and judgment into safe and effective clinical practice. Students are challenged to apply knowledge, critical thinking skills, and judgment in developing strategies for the management of patients undergoing eyes, ears, nose, throat, and neck procedures, plastic/reconstructive, trauma, burn, organ transplant surgical procedures and office-based or ambulatory surgery anesthesia services. Case presentations and interactive discussions will provide a forum for intellectual exchange in which communication skills are further enhanced. Prerequisite(s): NUR 730, NUR 719 Corequisite(s): as above

NUR 733 Clinical Practicum IV

Clinical Practicum IV doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will continue to be used to enhance and verify the clinical learning experience. Prerequisite(s): NUR 731

NUR 734 Professional Aspects of Anesthesia Practice

This doctoral level course prepares the nurse anesthesia student for the environmental issues and professional roles they will assume as Certified Registered Nurse Anesthetists (CRNAs). The importance of a commitment to life-long learning including advances in practice and technology, and maintenance of health and well-being are emphasized. Legal issues, business practices, state and federal regulatory requirements, scope of practice, standards of care, state board of nursing advanced practice status, certification and recertification, credentialing, and facility privileging are presented. Students develop a clear understanding of the potential impact of environmental factors related to nurse anesthesia practice, billing practices and healthcare reimbursement, and gain a greater appreciation for the role of the American Association of Nurse Anesthetists (AANA) in preserving practice rights and promoting safe and cost-effective anesthesia care. Students are provided information related to financial planning post-graduation as well as various practice setting options (anesthesia care team, independent contractor, s-corporation, etc.). Prerequisite(s): NUR 732

NUR 735 Clinical Practicum V

Clinical Practicum V doctoral level clinical course furthers the clinical learning process by continuing to challenge the nurse anesthesia student as rotations in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular, thoracic, regional, and neurosurgery continue. Expectations for independent decision-making and refined cognitive and technical skills continue to increase. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Prerequisite(s): NUR 733

NUR 736 Crisis Management in Anesthesia

This doctoral level course prepares the nurse anesthesia student to respond to critical events during peri-anesthesia care. Rare occurrence/ high consequence events are presented in high fidelity simulated experiences in anesthesia and operating room settings. Utilization of crew resource management, positive deviance, and TEAMSteps communication techniques will be stressed. The effect of critical situations on the psychological and physical wellbeing of healthcare providers is explored. Students will be prepared to assume a leadership role in promoting quality and safety in nurse anesthesia practice and inter-professional collaboration. Prerequisite(s): NUR 733, NUR 734

NUR 737 Nurse Anesthesia Clinical Practicum VI

This clinical practicum course completes the learning process by continuing to challenge students to perform at autonomous levels as rotations are completed in the anesthesia subspecialties of pediatrics, obstetrics, cardiovascular and neurosurgery. Expectations for independent decision-making and refined cognitive and technical skills are maximized. Simulation training will focus on providing experience managing rare occurrence/ high consequence critical events in anesthesia. Students' clinical performance will be continually evaluated and students appraised of their progress. Formative evaluations by the clinical preceptor, and terminal summative evaluations by CRNA faculty, and terminal self-reflective evaluation by the student will document the maintenance of competencies and readiness to successfully enter advanced practice as a nurse anesthetist.

NUR 738 Transition to Advanced Nurse Anesthesia Practice

This culminating doctoral course prepares the student for successful completion of the 'National Certification Examination for Nurse Anesthetists' (NCE), and entry into advanced practice as a nurse anesthetist. Strategies for systematic preparation and healthy management of stress will be reinforced. Logistical details concerning certification, credentials, privileges, collaborative agreements, and practice protocols will be included. Prerequisite(s): NUR 733, NUR 734

NUR 750 Translating Evidence Into Practice

(60 clinical hours; 30 didactic hours) In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a scholarly project that is outcomes-focused. Meta-synthesis, meta-analysis, systematic and integrative reviews, and synopses are compared as sources of evidence for clinical decision making. Patient-centered care is emphasized from the perspectives of patient preference and best practices. Guidelines from federal, professional, and voluntary health organizations are investigated. Students increase their skills in database searching.

NUR 751 Clinical Leadership and Interprofessional Collaboration

(60 clinical hours; 30 didactic hours) In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880 DNP Project 1

(185 clinical hours; 15 didactic hours) Students implement a project and explore practice issues that influence project success with committee members and other stakeholders. They confer with clinical practice leaders when implementing the outcomes-focused project. The project is shaped by needs assessment data, literature review, and program evaluation strategies. Students implement the project, having critiqued, revised, and disseminated the approved project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and implementation of the project.

NUR 881 DNP Project Seminar

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written scholarly project proposal. Students enroll in this seminar course on a continual basis until the conclusion of the written scholarly project proposal and advisor affirmation of proposal completion. Students utilize available university supports including the Sheeky Writing Center and proposal committee members' expertise. Students must be actively enrolled in order to avail themselves of university resources. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. (*optional)

NUR 882 DNP Project 2

(135 clinical hours; 1 hours didactic/meeting hours) Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the Scholarly Project is completed. Students implement an evidence-based project in a healthcare or community agency. They successfully defend their doctoral project. The required project end-product is the basis of a publishable manuscript.

NUR 883 DNP Project 3

(Pass/Fail) (Additional course) * This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical scholarly project and develop this project into a finalized form that is consistent with a journal manuscript and ready for defense. NUR 882 will be noted as "Incomplete" until the clinical scholarly project is finished. The course is available during fall and spring semesters. Summer availability is contingent upon DNP Program Director approval. Students will utilize university resources including library and writing center supports. (*optional)

NUR 887 Clinical Practicum

The Nursing Clinical Practicum provides an opportunity for students to gain additional clinical experience related to the required clinical hours in the DNP program of study. Clinical goals are developed in conjunction with faculty advisors and advanced nursing interventions are developed, implemented, and evaluated in accord with the AACN DNP Essentials. Students explore topical areas relative to the development of their DNP Project.

Nutrition (NUTR)

NUTR 510 Nutrition Communication

This course focuses on the development of effective written and oral communication skills for the nutrition professional. Students will learn how to tailor communication to a variety of audiences using a wide range of communication platforms. Special focus is placed on designing materials that are culturally and age appropriate, and meet the literacy level of the audience. Prerequisite(s): Formal admission to the Program or approval of Program director.

NUTR 512 Advanced Nutrition and Metabolism

This course will include application of basic sciences to the science of Nutrition, with emphasis on macronutrients and micronutrients in health and disease. Students will apply in-depth knowledge of the digestion, absorption, and metabolism of nutrients in clinical scenarios. Prerequisite(s): Formal admission to the Program or approval of Program director.

NUTR 514 Cases in Clinical Nutrition

This course provides an application of the Nutrition Care Process to a variety of disease states. Students will gain experience with assessment, diagnosis, intervention, monitoring, and evaluation of nutrition problems using a case based and simulation approach. Students will gain competence in the application of medical terminology and standardized language for the Nutrition Care Process. Prerequisite(s): NUTR 512

NUTR 570 Special Topics**NUTR 601 Practicum in Community Nutrition I**

This course provides students with academic and experiential applications of nutritional principles to populations and communities, with an emphasis on health promotion and disease prevention. Students utilize assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students participate in nutrition counseling sessions and educational programs in their field placements with local community nutrition organizations. Coursework includes lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences. The course consists of two hours of lecture, eight to twelve hours of practicum. Prerequisite(s): Formal admission to the Program.

NUTR 602 Practicum in Community Nutrition II

This course provides students with academic and experiential applications of nutritional principles to populations and communities, with an emphasis on health promotion and disease prevention. Students will utilize assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students will participate in nutrition counseling and educational programs in their field placements with local community nutrition organizations. Practicum coursework will include lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences (8 -12 hours per week). Prerequisite(s): Formal admittance into the Program required and completion of Nutrition 601 with a grade of B or above.

NUTR 605 Practicum in Foodservice Management

This course provides practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. The course will consist of lecture, assigned readings, group discussion, journaling, and project management with an average of 3-4 hours per week of classroom experiences and up to 32 hours per week of practicum for 10 weeks. Prerequisite(s): Formal admission to the Program and NUTR 601 and 602 with grade B or above.

NUTR 608 Practicum in Clinical Nutrition I

The course covers the application of nutrition knowledge and the Nutrition Care Process in the solution of problems related to disease. Students assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, formulate nutrition diagnoses, and develop care plans for individuals in acute and/or long-term care environments. Under the supervision of a Registered Dietitian, students carry out basic nutrition interventions, monitoring, and evaluation. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. It consists of two hours of lecture, 24 hours per week of practicum. Prerequisite(s): Formal admission to the Program in Dietetics; NUTR 512, 514, NUTR 601, 602, and 605 with grade of B or above.

NUTR 609 Practicum in Clinical Nutrition II

This course covers the application of nutrition knowledge in the solution of problems related to disease. Under the supervision of a Registered Dietitian, students utilize the Nutrition Care Process in the care of assigned patients in acute, ambulatory, and/or long-term care settings. Continued emphasis is placed on the development of assessment, diagnosis, intervention, and monitoring/evaluation skills, culminating in students' ability to assume nutritional care responsibilities for adults and children with medical needs (e.g. inborn errors of metabolism, trauma, immune dysfunction, endocrine, hepatic, pancreatic, oncology), obesity, and malnutrition. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. Two hours of lecture, 24 hours of practicum. Prerequisite(s): Formal admission to the Program; NUTR 608 with a grade of B or above.

NUTR 612 Seminar in Dietetics Practice

This graduate capstone course is a culminating experience for students that includes reflection and self-assessment on ACEND competencies along with review and assimilation of knowledge, attitudes, and skills gained throughout their graduate experience. The course will provide a final experience in which students demonstrate critical thinking and mastery of graduate study content through analysis of essential professional practice domains and literature. This capstone course serves as a bridge from graduate student to competent, entry-level professional in all areas of the field of dietetics. Prerequisite(s): Formal admission to the Program; NUTR 601, 602, and 605, 608, 609 with grade of B or above.

Prof Clinical Counseling (PCC)

PCC 500 Introduction to Counseling and Psychotherapy: Theories and Interventions

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

PCC 501 Professional Orientation and Ethical Practice of Counseling

This course instructs the student on the history and philosophy of the counseling profession; in it the student will gain an understanding of the role, function, and interactions counselors engage in with other human service providers. Additionally, the counselors' role and responsibility with regard to emergency, crisis, and trauma-causing events is examined. Self-care of the counselor, supervision practices and models, overview of professional organizations, advocating for the profession, and advocating for the success of clients is also covered. Personal safety concerns for the counselor is discussed and covered. Throughout the course there is a focus on the ethical standards of the professional organizations, credentialing bodies, and licensing as well as legal issues as related to the professional counselor.

PCC 502 Counseling Laboratory I

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

PCC 503 Psychopathology**PCC 504 Human Behav:Develp Persp****PCC 506 Prin Research Design Stat****PCC 507 Advanced Statistics**

This course provides students with statistical background that is useful in organizational research settings such as survey analysis and program evaluation. The topics include both parametric and non-parametric statistical methods, such as descriptive statistics, point and interval estimates, means comparisons, correlation, linear regression and multiple regression.

PCC 508 Cognition and Learning

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

PCC 509 Psychological Assessment I: Assessment in Clinical and Career Counseling

This course addresses the basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. It uses major reference works for selecting and evaluating assessment procedures and

PCC 510 Advanced Research Methods

This course provides students with background on higher level research methods topics and statistical techniques that are useful to students in their roles as consumers and producers of research. Specific topics include the use of statistical methods to e

PCC 511 Practice and Concepts of Clinical Mental Health Counseling

In this course, students learn the history, philosophy, trends, and practices within community mental health agencies. This course will review the roles and function of clinicians and help students in developing the knowledge and skills needed to work as

PCC 512 Addictions Counseling

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

PCC 513 Advanced Social Psychology

This course provides students with background on topics related to social bases of human behavior which have direct implications to human behavior in organizational settings. The topics include attitude, social perception and cognition, persuasion, helping, attraction, self-concept, stereotype and prejudice, aggression and group processes.

PCC 515 Personality Theories**PCC 533 Advanced I/O Psychology**

This course provides a review of psychological principles applied to issues of organizations, including organizational assessment, selection, training, performance, organizational development, motivation, and work-life balance.

PCC 570 Statistics and Research Methods

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree.

PCC 574 Introduction to Graduate Research and Writing

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree. The course introduces students to the latest research technology and databases for advanced work

PCC 601 Grief, Loss and Trauma Counseling

This course will provide students with an advanced understanding of grief, loss, trauma, and related counseling interventions for children, adults, and families. The basics of grief and bereavement will be explicated, as will specific disorders related to trauma. This course is designed to help students identify needs, resources and assets available to clients coping with grief and/or trauma related disorders, and research supported methods in improving client functioning. Prerequisite(s): PCC 500 and PCC/PMFT 502

PCC 602 Counseling Lab II**PCC 607 Graduate Research**

This course 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. Restriction(s): Offered as an Independent Study with approval of Director and sponsored by a faculty member Prerequisite(s): PCMF 506

PCC 610 Cognitive-Behavioral Approaches in Counseling & Psychotherapy

This is a clinical skills course that focuses 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 i

PCC 611 Insight-Oriented Approaches in Counseling and Psychotherapy

A clinical skills course that focuses on the issues addressed in those counseling and psychotherapy approaches that see the gaining of insight as a significant goal in the change process. Key concepts identified with these specific approaches will be presented along with general process issues for working with individuals. Techniques specific to a number of insight-oriented approaches will be explored and students will be encouraged to gain both an understanding of these skills and the ability to utilize them. Prerequisite(s): PCC 500, PCC/PMFT 502

PCC 612 Group Processes in Counseling and Psychotherapy

This course combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy and also participates in group counseling sessions on issues presented by the classroom group. This experi

PCC 614 Working with Families

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

PCC 619 Multicultural Counseling**PCC 633 Prof Issues in Addictions****PCC 635 Measurement of Individual Differences**

This course provides students with background on various measurement issues in organizations, such as employee selection, performance appraisal, employee attitude surveys, and training evaluation. The topics include classical measurement theory, generalizability theory, item response theory, various psychological tests in I/O settings and professional guidelines in organizational measurements. Prerequisite(s): PCC 507 and PCC 533

PCC 636 Work Motivation/Attitude

This course provides students with the basis for understanding research and theory in relevant domains of I/O psychology that represent general applications of one or more motivational perspectives. The topics include worker attitudes, opinions, beliefs, and general strategies for work motivation such as goal setting, job design, incentive systems, and participation in decision making. Prerequisite(s): PCC 507 and PCC 533

PCC 644 Career Counseling

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

PCC 649 Personality Assessment**PCC 653 Organizational Interventions**

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 t

PCC 654 Organizational Training

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

PCC 659 Selection/Performance Management

This course presents the theories and techniques involved in the employee selection and performance appraisal/management processes. The topics include job analysis, classical and decision-theory models of selection, alternative selection devices including

PCC 660 Practicum

This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor. The practicum must be

PCC 661 Professional/Case Practicum Seminar

This course examines professional and ethical issues, with particular reference to the everyday issues of practice, in a peer consultative format. The student is encouraged to develop a "critically examined" personal style and stance with which to address

PCC 662 Prof/Eth Iss in Counseling II**PCC 670 Special Topics****PCC 677 Special Topics****PCC 680 Internship**

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct

PCC 681 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 682 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 683 Internship IV**PCC 685 IOP Program Internship**

The supervised internship experience is in an approved business/organization for a minimum of 200 hours per term. (Continued with PCC 686.) Each semester is two credits. Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses

PCC 686 IOP Program Internship

The supervised internship experience is in an approved business/organization for a minimum of 200 hours per term. (Continued with PCC 686.) Each semester is two credits. Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination Corequisite(s): PCC 685 taken with PCC 695; PCC 686 taken with PCC 696

PCC 688 I/O Thesis

Thesis is a culmination of knowledge and skills learned in the program. Students will conduct their own research project under the supervision of a faculty advisor and prepare a research report of high quality that is suitable for publication or presentation at a national and/or professional conference. *The Thesis is a total of six credits: PCC 688 (3 credits) and PCC 689 (3 credits). Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

PCC 689 I/O Thesis

Thesis is a culmination of knowledge and skills learned in the program. Students will conduct their own research project under the supervision of a faculty advisor and prepare a research report of high quality that is suitable for publication or presentation at a national and/or professional conference. *The Thesis is a total of six credits: PCC 688 (3 credits) and PCC 689 (3 credits). Prerequisite(s): Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination

PCC 690 Professional/Case Seminar

Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination Corequisite(s): Taken with PCC 680

PCC 691 Professional/Case Seminar

Corequisite(s): Taken with PCC 681

PCC 692 Professional/Case Seminar

Corequisite(s): Taken with PCC 682

PCC 693 Professional/Case Seminar**PCC 694 Professional Case Seminar****PCC 695 IOP Professional Seminar**

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal respons

PCC 696 IOP Professional Seminar

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. Prerequisite(s): For PCC 685 - completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination Corequisite(s): PCC 695 taken with PCC 685; PCC 696 taken with PCC 686

Prof Counsel/Marriage Family (PCMF)

PCMF 500 Counseling Prin

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

PCMF 502 Counseling I**PCMF 503 Psychopathology**

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

PCMF 504 Human Behavior: A Developmental Perspective

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

PCMF 505 Systems/Systemic Think/Ethics

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

PCMF 506 Basic Principles of Research Design, Statistics, Program Development, and Evaluation

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

PCMF 570 Statistics and Research Methods

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree.

PCMF 574 Introduction to Graduate Research and Writing

This is a foundation course that satisfies the undergraduate prerequisites but does not count toward the 48 or 60 credit hours needed for the master's degree. The course introduces students to the latest research technology and databases for advanced work in their degree. Emphasis is placed on research and communication skills, including oral presentations and written reports.

PCMF 575 Special Topics**PCMF 600 Proc of Therapeutic Change**

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

PCMF 601 Grief/Loss/Trauma Counseling

This course will provide students with an advanced understanding of grief, loss, trauma, and related counseling interventions for children, adults, and families. The basics of grief and bereavement will be explicated, as will specific disorders related to trauma. This course is designed to help students identify needs, resources and assets available to clients coping with grief and/or trauma related disorders, and research supported methods in improving client functioning. Pre-requisites: PCMF 500 and PCC/PCMF 502.

PCMF 602 Advanced Counseling Laboratory

This course builds on the basic skills practiced and developed in the first counseling laboratory—PCMF 502. It provides the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies, with particular attention given to distinguishing between the content and the process of therapy. While it emphasizes those skills and techniques common to many, if not most, approaches, it also highlights those emphasized and represented in the respective concentrations of the program. Students are assigned to sections of this course according to their concentration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered. Prerequisite(s): PCC/PMFT 502; MFT Students: PCMF 505; PCC Students: PCC 501

PCMF 603 Human Sexuality

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.

PCMF 607 Graduate Research

This course 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. Restriction(s): Offered as an Independent Study with approval of Director and sponsored by a faculty member Prerequisite(s): PCMF 506

PCMF 608 Therap Apprch Children/Teens

This course is designed to provide an understanding of working with children, adolescents, and their families. It will focus on treating a variety of presenting issues, as well as provide several theoretical perspectives for working with families with children and/or adolescents. We will explore many clinical interventions for working with youth of varying ages, and the course will include play therapy. Students will have many experiential opportunities to learn about play therapy techniques and interventions. Careful attention will be paid to ethical issues when treating children and adolescents, and cultural and diversity issues will be addressed as well. Pre-requisites: PCMF 500 and PCC/PCMF 502

PCMF 611 Insight-Orntd Appr**PCMF 612 Group Processes****PCMF 614 Working with Families****PCMF 616 Contextual Therapy**

This course provides an exploration of the convictions, concepts, strategies, and techniques of contextual therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families. Prerequisite: PCMF 505.

PCMF 619 Multicultural Counseling and Therapy

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

PCMF 624 Marital & Couples Therapy

This course is designed to provide the student with an understanding of the issues typically addressed in couples' therapy and the ethical considerations when working with couples. Role playing is used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couples therapy, such as the relationship history, communication patterns, sexual intimacy, and the "couple" relationship vs. the "parenting" relationship, are addressed. Prerequisite: PCMF 505.

PCMF 626 Child in the Family Context**PCMF 628 Understanding Relationships**

This course examines human relationships with particular reference to their various forms, functions, and patterns of development. The processes of attachment, separation, individuation, and differentiation are highlighted and are used in a contextual (systemic) framework to examine each relationship. Special emphasis is placed on the clinical applications of this knowledge to couples and families. The student is required to complete a study of one of his/her primary dyadic relationships. Prerequisite: PCMF 505.

PCMF 633 Addictions Counseling**PCMF 634 Addictions & the Family**

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

PCMF 645 Child Psychopathology

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

PCMF 646 Sex Therapy

This course examines the variety of ways that human sexuality is expressed in attitudes, beliefs, and behaviors in the context of the interplay between social, physiological, and psychological factors. Methods of studying sexual behavior, concepts of variation and difference, psychosexual development in life stages, and sexual dysfunctions and treatment will be addressed. Models of sexual response, general theories of sex therapy, and modes of sex therapy will also be explored. Students will learn to take detailed sexual histories, sexual assessments, and applications of sexuality within a clinical framework with consideration of multicultural diversity. Prerequisites: PCC/PCMF 502, 602, and PCMF 603.

PCMF 647 Motivational Interviewing

This course presents the students with a client-centered approach, using directive methods in order to enhance clients' intrinsic motivation to change by exploring and resolving ambivalence. Motivational Interviewing is appropriate in all stages of counseling and therapy; however, it is most appropriate for individuals who are in the engagement and persuasion stages of treatment. Motivational interviewing principles and the skills are used in different combinations to build a client-centered environment that incorporates rapport and trust. Prerequisites: PCMF 500 and PCC 512

PCMF 648 Professional/Skill Development

This course is individually designed by a faculty member for a student who has been recommended for enhanced professional or skill development. The intent of the course is to assist the student in improving their academic ability, clinical skills, and professionalism in order to be successful in the overall program. The student must agree to the professional or skill development plan once it has been established, and continue in the course until it has been determined by the faculty member that the student has passed with a B grade or higher. Students may have to take this course for more than one semester. Restriction(s): This course is only available to students by recommendation from committee and approval of the Director.

PCMF 649 Professional/Skill Development II

This course is individually designed by a faculty member for a student who has been recommended for enhanced professional or skill development. The intent of the course is to assist the student in improving their academic ability, clinical skills, and professionalism in order to be successful in the overall program. The student must agree to the professional or skill development plan once it has been established, and continue in the course until it has been determined by the faculty member that the student has passed. Students may have to take this course for more than one semester. Prerequisite(s): This course is only available to students by approval of the Director.

PCMF 657 Sys Appr - Families/Educators**PCMF 661 Prof/Eth Iss in Cnslng****PCMF 670 Special Topics****PCMF 671 Special Topics****PCMF 672 Special Topics****PCMF 673 Special Topics****PCMF 678 Special Topics****PCMF 679 Special Topics****PCMF 680 Internship**

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCMF 681 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCMF 682 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCMF 683 Internship

An internship takes place in a supervised experience at an approved field placement site for approximately 200 hours per term. By the conclusion of the internship, PCC students are required to accrue a minimum of 600 clock hours, half of which are direct client contact. MFT students are required to accrue a minimum of 700 clock hours, 500 of which are direct client contact. Prior to beginning Internship, students must have completed PCC/PCMF 502, 602 and one additional skills course; PCC students must also have completed PCC 660; and practice in clinical skills with individuals, couples, families, and/or groups. Includes on-campus case seminar. (Continued with PCC 681, 682 or PCMF 681, 682, 683. Each semester is two credits.) Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination.; PCC Students: PCC 660 Corequisite(s): PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCMF 684 Internship V**PCMF 690 Professional/Case Seminar**

Prerequisite(s): Completion of 24 credit hours, including successful completion of written comprehensive examination Corequisite(s): Taken with PCMF 680

PCMF 691 Professional/Case Seminar

Corequisite(s): Taken with PCMF 681

PCMF 692 Professional/Case Seminar

Corequisite(s): Taken with PCMF 682

PCMF 693 Professional/Case Seminar

Corequisite(s): Taken with PCMF 683.

PCMF 694 Prof Seminar V**PCMF 735 Spirituality of 12Step Program****PCMF 744 Power & Influence In Org****PCMF 760 Human Resource Admin**

Psychology (PSY)

PSY 700 Psychotherapy I: Individual Approaches

A first course in psychological treatment designed to provide the student with an understanding of foundational knowledge and skills required for provision of effective evidence-based psychological treatment to individuals. Students will be exposed to the range of approaches to individual psychotherapy utilized in contemporary clinical practice, with particular attention and emphasis given to behavioral, cognitive-behavioral, and other empirically supported models of psychotherapy. Issues of diversity in clinical practice will be considered throughout.

PSY 701 Biological Bases of Behavior

This course will focus on an examination of the biological substrates of behavior from the cellular to the systemic to the behavioral level. The course will examine basic aspects of functional neuro-anatomy and brain-behavior relationships. Models of mind, consciousness, and cortical functioning will also be explored.

PSY 702 Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process

A clinical skills course that will 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 symptomatology, etiology, maintaining factors, and diagnostic issues will be examined in detail. Students will receive an introduction to the use of the DSM-IV.

PSY 705 Psychotherapy II: Group and Systemic Approaches

A continuation of PSY 700 with the course focus being on those intervention models and techniques appropriate for working with groups, couples, and families. While students will be exposed to a wide variety of intervention approaches seen in contemporary clinical practice, the course will emphasize those models having demonstrated empirical support. Prerequisite(s): PSY 700

PSY 706 Interviewing and Psychotherapy Laboratory

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

PSY 707 Psychopathology II: Child and Adolescent Psychopathology

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence. Prerequisite(s): PSY 704

PSY 708 Human Behavior I: Developmental Bases

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

PSY 709 Psychological Assessment I: Cognitive Assessment

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology. Corequisite(s): PSY 770

PSY 710 Psychological Assessment III: Integrative Assessment Battery

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data. Prerequisite(s): PSY 709 and 730

PSY 711 Human Diversity

This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds. This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider "normal" versus "abnormal." We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA's guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society's acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists' acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

PSY 713 Human Behavior II: Cognitive Psychology

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

PSY 714 Human Behavior III: Personality and Individual Differences

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

PSY 719 Psychological Assessment of Children and Adolescents

This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child's world. Prerequisite(s): PSY 709 and 730

PSY 720 Psychological Assessment of Children and Adolescents II

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population. This is an Independent Study that runs pending faculty availability and program director approval. Prerequisite(s): PSY 719

PSY 724 History and Systems of Psychology

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various "systems" or "schools" of psychology in the 20th century.

PSY 730 Psychological Assessment II: Personality and Behavioral Assessment/Objective Methods

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RF, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted. Prerequisite(s): PSY 709

PSY 740 Advanced Cognitive Behavior Therapy: Theory and Application

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class. Prerequisite(s): 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(s): PSY 740

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(s): PSY 701

PSY 751 Clinical Health Psychology I: Introduction to Behavioral Health
Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/ dependency, and tobacco addiction.

PSY 752 Clinical Health Psychology II: Working with Medically Ill Populations

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary care as well as cancer, and we will also integrate issues that have been found to be important when working within primary care or oncology. We will discuss the medical field, medical professionals, patient perspectives in health care, and communications between health-care providers and patients. Finally, we will use case examples in discussing disease processes and clinical therapy interventions. Prerequisite(s): PSY 751

PSY 753 Pediatric Psychology

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

PSY 757 Neuropsychology I: Fundamentals of Neuropsychological Assessment

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted. Prerequisite(s): PSY 701 Corequisite(s): 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. This is an Independent Study that runs pending faculty availability and program director approval. Prerequisite(s): PSY 757

PSY 762 Advanced Seminar in Clinical Child and Family Psychology

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

PSY 765 Child and Adolescent Psychotherapy

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

PSY 766 Working with Families in Clinical Psychology

This course is designed to provide clinical psychology students with an understanding of the major concepts in the field of family therapy, as well as a comprehensive overview of systems approaches. The course will provide a thorough examination of the classic schools of family therapy and an overview of recent developments in the field. The 'intra'-personal, 'inter'-personal and 'inter'-systemic dimensions of diagnosis and treatment will be explored. The concepts of family of origin, family functioning, structure, strength, and narratives will be studied. The ethical considerations in treating a family, a couple or an individual will also be explored, examined, and discussed.

PSY 770 Psychological Measurement and Statistical Analysis

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project. Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

PSY 771 Research Methodology

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research. Prerequisite(s): PSY 770

PSY 772 Psychometrics & Adv Res Topics

This course is designed to provide an in-depth understanding of psychometric theory and its applications in practice and research. The course will cover the principles and methods of psychometric measurement, including test construction, reliability, validity, factor analysis, item response theory, and classical test theory, and advance research methods topics including path analysis, and structural equation modeling.

PSY 779 Special Topics**PSY 782 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 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 787 Supervision and Management

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are explored. The student should have completed the first practicum before enrolling in this course.

PSY 788 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 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 790 Special Topics**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 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 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 796 Doctoral Practicum IV**PSY 797 Practicum IV****PSY 800 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. Restriction(s): With Permission of Director of Clinical Training

PSY 801 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. Restriction(s): With Permission of Director of Clinical Training

PSY 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. Restriction(s): With Permission of Director of Clinical Training

PSY 850 Special Topics**PSY 851 Special Topics: Assess & Stats****PSY 852 Special Topics****PSY 853 Special Topics****PSY 860 Dissertation Project Advancement**

This 1-credit independent study will provide expert mentoring to a student from her/his Chair for accomplishing the tasks necessary to complete her/his dissertation proposal or final dissertation document and successfully defend it. Course materials may include readings, data-analysis software, or other research software platforms.

PSY 861 Diagnostic Interviewing

This 1-credit independent study focuses on the refinement of diagnostic interviewing competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

PSY 862 Treatment Planning and Implementation

This 1-credit independent study focuses on the refinement of treatment planning and implementation competencies. The independent study is taught by a clinical faculty member. Course materials may include readings, additional training cases at LUCPS, or other specified training experiences.

PSY 870 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. Restriction(s): With Permission of Director of Clinical Training

PSY 871 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. Restriction(s): With Permission of Director of Clinical Training

PSY 872 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. Restriction(s): With Permission of Director of Clinical Training

PSY 873 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. Restriction(s): With Permission of Director of Clinical Training

PSY 874 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. Restriction(s): With Permission of Director of Clinical Training

PSY 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. Restriction(s): With Permission of Director of Clinical Training

PSY 882 Clinical Dissertation Seminar I

This seminar introduces students to the first step in the clinical dissertation process: developing a research topic in conjunction with securing a dissertation Chair and Committee. Students will learn how to conduct a preliminary literature search, effective methods for managing and organizing information obtained, and strategies for developing proposal introductions. They will identify the general type of research method they will employ for their projects. Prerequisite(s): PSY 771

PSY 883 Clinical Dissertation Seminar II

In this seminar students continue the clinical dissertation process by refining their research topics, specifying their research questions or hypotheses, and developing the research methods for their projects. Students will write drafts of their Introduction and Methods sections of their dissertation proposals, outline their Discussion sections, and create drafts of Powerpoint presentations of their projects. Prerequisite(s): PSY 882

PSY 884 Clinical Dissertation Seminar III

In this seminar students continue the clinical dissertation process. Students will complete all sections of their dissertation proposals and IRB applications (if applicable), present their proposals to the class, and defend their proposals to their dissertation committees. After IRB approval, students will begin executing their projects, which may include recruiting research subjects, data collection, data entry, data checking and cleaning, or data analyses. Prerequisite(s): PSY 883

PSY 885 Clinical Dissertation Seminar IV

In this seminar students continue the clinical dissertation process. Students will complete any remaining research subject recruitment, data collection, data analyses, and write the results and discussion sections of their dissertation manuscripts. Complete dissertation manuscripts will be edited regarding compliance with journal article reporting standards. Students' final task in the dissertation seminar sequence is preparation of a Powerpoint file to be presented to their dissertation committees as part of their final oral dissertation defense. Prerequisite(s): PSY 884

PSY 886 Clinical Dissertation Seminar V

This seminar is for students who have not completed the dissertation process. Their tasks may include completion of research subject recruitment, data collection, data analyses, or writing the results or discussion sections of their dissertation manuscripts. Complete dissertation manuscripts will be edited regarding compliance with journal article reporting standards. Students' final task in the dissertation seminar sequence is preparation of a Powerpoint file to be presented to their dissertation committees as part of their final oral dissertation defense. Prerequisite(s): PSY 885

PSY 888 Clinical Dissertation Sem VII

Continuation course for students who have not completed the dissertation.

Public Health (PHLT)

PHLT 513 GIS Applications for Public Health

This introductory course provides an overview of the basic concepts and uses of Geographic Information System (GIS) technology in public health. As part of a toolkit for public health professionals, ArcGIS provides a means to explore data on a spatial level and communicate this information to a broader audience. Students explore GIS tools and learn to manipulate, analyze, visualize, and illustrate geographic data. Students examine relationships, trends and patterns using GIS technology. Finally, students reflect on community and individual ethical considerations, including use of sensitive electronic information, a public health professional must weigh when using information discovered about a community or individual through GIS-based manipulations. This course is structured to be a hands-on laboratory that covers both conceptual and technical topics.

PHLT 520 Environmental Health

This course addresses environmental factors that impact human health. Local and regional conditions such as air, water, and soil contamination are scrutinized as are global threats, increasing population pressures, poverty, and emerging threats to populations. Students integrate tools of ecological analysis, epidemiology, and toxicology and use risk assessment to define and weigh human exposures to a range of toxicants. Students also examine the impact of environmental conditions including disaster preparedness, occupational health, community health, and health conditions in the home. Furthermore, students consider biological, physical, and chemical factors affecting the health of communities and analyze direct and indirect effects of environmental and occupational agents and outcomes associated with exposure to hazards. The responsibility of public health professionals for the human safety and health of communities through federal, state, and community regulations and agencies is also explored.

PHLT 530 Public Health Ethics, Leadership and Management

Students explore the role of leaders and managers working in organizations focused on the delivery of public health programs, interventions, and outreach. Principles of effective leadership, including fostering collaboration, guiding decision making, effective communication, workforce development, consensus building, negotiation, collaborative problem solving, and conflict management are reviewed. Students address principles of team development and roles and practices of effective teams. This course also explores the ethical and philosophical basis of public health research, practice, and policy. Ethical theories are explored and critically examined, with a focus on their application to public health. Emphasis is placed on health disparities, health equity, and social justice, particularly as these concepts relate to urban communities. The course draws on students' experiences to promote moral reflection of personal values with regard to contemporary public health challenges and examines current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors. (edited from catalog description)

PHLT 540 Introduction to Public Health: Concepts of Health and Disease

This introductory course exposes students to foundational public health content including Epidemiology, Social and Behavioral Science, Environmental Health, Health Policy and Management, and Biostatistics. Topics addressed in this course include: the structure, function, and history of public health, the biomedical basis of public health, the public health core functions and essential services, the role of public health ethics and values, and future challenges to public health. Socio-economic and cultural factors that impact human health are examined through exposure to current research and analysis of current events. Databases are surveyed to reveal vital statistics and public health records that inform evidence based decision-making and support public health programs, especially programs that address health disparities and inequities in urban communities. Health priorities, major diseases, and disease burden are examined.

PHLT 550 Global Health

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are elevated.

PHLT 551 Urban Men's Health

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the trait masculinity, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to health care.

PHLT 554 Public Health, Aids, and Society

This course provides in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

PHLT 556 Reproductive Health for the Public Health Practitioner

Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health will be explored. Issues of biology related to sex, gender identity, social sex role, and sexual orientation will be discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections, and safer sex practices will be examined, in addition to those issues of chronic illness, disability, and sexual coercion.

PHLT 557 Women, Gender, and Public Health

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being.

PHLT 558 Adolescent Health: Public Health Issues, Programs, and Policies

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They will analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

PHLT 572 Special Topics**PHLT 600 Research Methods for Public Health**

This course provides an overview to research methods for public health practice, research and evaluation. A variety of theoretical and methodological approaches will be investigated. Quantitative and qualitative approaches to research as well as mixed methods and community participatory approaches to research and evaluation are explored. A variety of data collection processes will be investigated. Students will critique various methodologies, evaluate published public health research studies and assess best practices. Students will also explore the role of cultural competence, collaboration and ethics in public health research

PHLT 612 Public Health Advocacy**PHLT 615 Violence Prevention and Control**

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework will be used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

PHLT 635 Health Policy

This course provides an introduction to health policy, program planning, and evaluation in the public health context and allows students to strengthen and develop their skills in policy formulation and implementation. The social, economic, legal, regulatory, ethical, and political environments that influence healthcare and public health policy are explored. Specific policy areas explored in this course include: The Affordable Care Act; Health Insurance, HMOs, and Managed Care; Medicare; Medicaid; Children's Health Insurance Program; Development, Implementation, and Evaluation of Health Policy; and Health Policy and Leadership. Students also acquire familiarity with strategies for health planning, evaluation, and healthcare funding.

PHLT 637 Epidemiology

This course is an introduction to epidemiology, the study of the distribution and determinants of health and disease in human populations. In the beginning of the course, students identify appropriate data sources and sets to examine and describe measures of health, including morbidity, mortality and others. The middle portion of the course focuses on techniques for studying the distribution and causes of population health. Particular emphasis is placed on evaluating scholarly articles, including data sources and methodologies, and understanding the strengths and weaknesses of different population-based study designs. The remainder of the course is devoted to the application of epidemiological principles and evidence to practice and policy decision making. Concepts of surveillance, screening, immunity, and risk factors are examined as essential elements of public health practice

PHLT 639 Race, Ethnicity, and Public Health

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. They define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

PHLT 670 Special Topics**PHLT 680 Public Health Research****PHLT 696 Grant Writing Seminar**

In this course, students develop and critique a public health related grant proposal for a public health project, program, or intervention, including developing a budget. Students investigate private and governmental requests for proposals, grants databases, and grant elements with an emphasis on the introduction, proposal summary, problem statement, program goals and objectives, evaluation, personnel, equipment, consultants, budget, and timeline. Students also build a solid foundation in grants management, including required reporting. Requests for proposals from funding entities are also compared.

PHLT 703 Professional Ethics**PHLT 704 Statistics & Biostatistics**

This course reviews correlation, prediction and simple regression, hypothesis testing, t-tests, and ANOVA, and ANCOVA, along with various multivariate statistical methods employed in public health research (e.g., MANOVA and multiple regression analysis). It also provides an introduction to several statistical methods commonly used in public health, including structural equation modeling. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of research studies in health related disciplines. Extensive experience with data entry and analysis using SPSS statistical computer package is attained.

PHLT 705 Frameworks in Public Health Practice

Students analyze the contribution of social and behavioral factors to health and illness, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project for a vulnerable and diverse community.

PHLT 706 Multivariate Statistics

This course introduces multivariate data analysis methods. The course begins with an introduction to multivariate statistics, including matrix algebra. The course next focuses on multiple regression analysis, and Multivariate Analysis of Variance (MANOVA), along with Analysis of Covariance (ANCOVA), and repeated measures designs. It will also cover exploratory factor analysis, and introduce structural equation modeling. Students will receive extensive experience with data entry and analysis using SPSS and Mplus statistical computer packages. Prerequisite(s): PHLT 704

PHLT 750 Public Health Practice Experience I

The goals of the practicum course are to broaden students' exposure to public health practice, facilitate valuable work experience, and increase students' knowledge of specific career opportunities. Practice placements are two semesters long (approximately 100 hours/semester) and provide students with the opportunity to observe a public health professional in practice, complete a public health project that is mutually beneficial to the student and the organization, and synthesize knowledge and skills into public health practice. Students attend mandatory seminars where the principles and practices of public health are examined and students' awareness of the needs, challenges, and career opportunities in the field are further broadened.

PHLT 751 Public Health Practice Experience II

This second course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Students learn public health program evaluation as well as focus on public health workforce development, leadership, professional development, and preparation for entry into the public health workforce. Students continue their practice experiences and complete approximately 100 hours in an underserved community setting. Seminar meetings are conducted in which students discuss both their practicum projects and the continuing challenges of program development, evaluation, and implementation.

PHLT 752 Public Health Capstone I: Seminar

The Capstone two-part course sequence provides a culminating experience for students completing the Master of Public Health (MPH) degree. Students enter the Capstone with a solid foundation of theory, concepts, constructs, models, processes, and systems studied throughout the MPH Program. Additionally, students have sharpened their analytic and critical thinking skills through discussions, activities, and assignments in prior MPH courses. Part one of this two-part course sequence facilitates initial development and planning for the MPH student's Capstone thesis (also known as the culminating project). The culminating project is required for MPH programs by the Council on Education for Public Health (CEPH). Students conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention over two semesters. Students begin their Capstone thesis during the first Capstone course (PHLT 752) and complete their thesis and present their corresponding scientific poster during the second course (PHLT 753). Students also complete a comprehensive examination during PHLT 752 that addresses their knowledge of the public health competencies.

PHLT 753 Capstone II: Seminar

The Capstone two-part course sequence provides a culminating experience for students completing the Master of Public Health (MPH) Program. Students enter the Capstone with a solid foundation of theory, concepts, constructs, models, processes, and systems studied throughout the MPH Program. Additionally, students have sharpened their analytic and critical thinking skills through discussions, activities, and assignments in prior MPH courses. Part two of this two-part course sequence continues the development and brings to completion the MPH Capstone thesis (also known as the culminating project). A culminating project is a required component in MPH programs by the Council on Education for Public Health (CEPH). Students complete their Capstone thesis and present their corresponding scientific poster in this final course.

Religion (REL)

REL 676 Special Topics

Social Work (SWK)

SWK 503 Psychopathology

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

SWK 510 Multidimensional Approaches to Human Development

This course examines the foundational aspect of social work practice, that is, the development of the "person in environment." The course is designed to provide knowledge and understanding of theory, research and practice issues related to human behavior and development. Human behavior is presented as a bio-psycho-socio-cultural phenomenon. The course focuses on people as individual and as members of families, groups, organizations, communities and global society. Course content covers life course and life span development from conception through later adulthood and death and examines the impacts of racial, ethnic, socio-cultural, religious/spiritual and gender diversity on human behavior. These impacts on special population groups including racial and ethnic minority groups, immigrants, minority religious groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities will be evaluated. The social work profession's ethical responsibility for enhancing individual and social functioning and advancing social, economic, and environmental justice will be emphasized.

SWK 512 Intro to Addictions

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

SWK 520 Human Rights & Social Justice for Social Work

This course will examine social issues and injustices as they relate to social work. A central focus will be the struggles of individuals, families, and communities from around the country and around the world. This course will deepen the student's understanding to the concepts of social justice, human rights, social welfare, liberation and oppression, and explore how these concepts are understood at different times and in different places. In addition, they will discuss ways to promote human rights and social, economic and environmental justice in social work.

SWK 530 Working with Children & Families

This course will examine the ethical perspectives of social justice and the ethical dilemmas of working with vulnerable children and families. We will critically examine current policies and practices relating to children and families' circumstances and be able to apply appropriate social work perspectives that encourage sound practice, while reflecting upon the influence of historical events and persons. The course will enable students to bring skills and knowledge to bear in assessing and intervening in situations involving children and families.

SWK 540 Preparation for Professional Practice

This course is designed to prepare the student for the professional practicum in social work. The course will familiarize the student with the roles of the student intern and will guide the student in developing skills for the social work relationship, as well as an understanding of profession practice. The course will assist the student in identifying diverse and vulnerable populations that pose the most challenge for students so that they can gain understanding of, and comfort and experience interacting with various social groups. The course will also introduce interviewing and empathic listening skills and provide opportunities for students to practice these skills.

SWK 541 Generalist Practice with Individuals

This course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advocating for individuals, developing intervention plans, evaluating outcomes, and appropriately ending the professional relationship.

Prerequisite(s): SWK 540 Corequisite(s): SWK 540

SWK 550 Loss & Grief

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief. Theories of bereavement and grief counseling and companioning skills are presented.

SWK 552 Resilience & Strength: An Introduction to Puerto Rico

There is a saying in Latin America - "Puerto Rico: tan lejos de Dios y tan cerca de los EE.UU." (Puerto Rico: So far from God and so close to the United States). This course will look at la Isla del Encanto - the Enchanted Island - and the challenges it has faced throughout its history as well as the strength and resilience of the people in facing those challenges. It will examine Puerto Rico from multiple perspectives: historical; its relationship to the US; and, through the eyes of the local Diaspora.

SWK 560 Generalist Practice with Families and Groups

This course focuses on social work engagement, assessment, intervention, and evaluation with families and groups. It provides an investigation of and skill development in generalist social work practice, focusing on systems theory and empowerment perspective. Students gain knowledge and skills for effective and ethical generalist social work practice with families and groups. Prerequisite(s): SWK 540 Corequisite(s): SWK 540, SWK 580

SWK 561 Generalist Practice with Organizations and Communities

This course specifically focuses on engagement, assessment, intervention, and evaluation with organizations and communities. Social work values and ethics provide a foundation for this course, which highlights the integration of micro, mezzo, and macro skills for effective generalist practice. Students will be introduced to a variety of approaches to macro social work practice. Students will acquire knowledge and skills for engagement, assessment, interventions, and evaluation with organizations and communities utilizing a systems framework within the empowerment tradition in social work. Prerequisite(s): SWK 540 Corequisite(s): SWK 540, SWK 581

SWK 565 Social Work Research

Research Methods for Generalist Social Work Practice is a one-semester course. The purpose of this course is to prepare the generalist social work practitioner to understand the research process, develop the steps of research design, including a survey instrument, and seek approval for the project from the La Salle University Institutional Review Board. The student will be exposed to a variety of social research processes and methods, including qualitative and quantitative methodologies; program evaluation; and needs assessment research. Emphasis on understanding and applying social work values to research will be included. Students will examine ethical dilemmas facing researchers and those studying research, especially as this relates to work with vulnerable populations. This course highlights how research interfaces with successful social work practice.

SWK 570 Special Topics**SWK 577 Special Topics****SWK 580 Generalist Field Practicum: Part A**

This course provides students with an educationally directed field experience designed to enhance the development of engagement, assessment, intervention, and evaluation skills in generalist social work. Students complete 250 hours of fieldwork in an approved setting under the supervision of a professional social worker. Prerequisite(s): SWK 540 Corequisite(s): SWK 540, SWK 560

SWK 581 Generalist Field Practicum: Part B

A continuation of SWK 580: Generalist Field Practicum Part A, this course provides a social work practice experience in which students integrate the social work theory, skills, and values they are learning in the classroom. While the focus of this practicum is assessment and intervention with organizations and communities, the student will continue to develop and practice skills intervening with individuals, families, and/or groups. Students complete 250 hours of fieldwork in an approved setting under the supervision of a professional social worker. Prerequisite(s): SWK 540 Corequisite(s): SWK 561

SWK 585 Mental Health & Substance Use: Support & Recovery

This course will provide students with an understanding of co-occurring disorders, related concepts and theories, and the inter-relationship between mental health issues and substance use and abuse. Mental health issues and substance abuse will be examined using the DSM, with specific attention to key symptomology and increased risk. Screening and assessment tools and intervention strategies for co-occurring disorders will be explored. The use of self in a professional setting, and cultural considerations will also be examined. Students will gain an understanding of the implications of current policy on individuals, families, communities and agencies as it relates to mental health and substance use disorders.

SWK 591 Social Work and Social Policy

This course will provide an examination of the historical roots of the United States' response to human needs through social welfare policy, including the distribution of power, status, and resources. The experience of oppression and discrimination of vulnerable groups will be stressed. Social policy is discussed using historical and social justice lenses, stressing critical thinking in how these policies can be improved to better serve individuals, groups and communities, especially those who have historically experienced oppression and discrimination. Ethical issues associated with the allocation of resources will be highlighted.

SWK 601 Grief/Loss/Trauma Counseling**SWK 608 Therap Apprch Children/Teens**

This course is designed to provide an understanding of working with children, adolescents, and their families. It will focus on treating a variety of presenting issues, as well as provide several theoretical perspectives for working with families with children and/or adolescents. We will explore many clinical interventions for working with youth of varying ages, and the course will include play therapy. Students will have many experiential opportunities to learn about play therapy techniques and interventions. Careful attention will be paid to ethical issues, laws regarding mandated reporting, duty-to-warn, when treating children and adolescents, as well as cultural and diversity issues will be addressed.

SWK 610 Cog-Behav Approaches

This is a clinical skills course that focuses on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feeling, 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.

SWK 611 Insight-Oriented Approaches

A clinical skills course that focuses on the issues addressed in those counseling and psychotherapy approaches that see the gaining of insight as a significant goal in the change process. Key concepts identified with these specific approaches will be presented along with general process issues for working with individuals. Techniques specific to a number of insight-oriented approaches will be explored and students will be encouraged to gain both an understanding of these skills and the ability to utilize them.

SWK 612 Group Processes

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

SWK 619 Multicultural Counsel/Therapy

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.

SWK 620 Anti-Racist & Anti-Oppressive Practice

This course will offer a critical examination of the development of racism in the U.S. and within social work as a discipline and profession in the United States with a focus on how social work practice, theories, and interventions perpetuate racism and oppression. The course will use critical race theory and intersectionality to discuss how different forms of oppression – discrimination based on race, ethnicity, immigration status, ability, gender identity, sexual orientation, class, to name a few – are connected and how the dominant culture, both inside and outside social work, misuses power to maintain their advantage and privilege knowingly and unknowingly. It will then offer frameworks for practice that are anti-racist, anti-oppressive, abolitionist, and that promote social, economic, and environmental justice.

SWK 628 Understanding Relationships

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

SWK 634 Addictions & the Family

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

SWK 641 Social Work Leadership

Social service agencies and nonprofit organizations permeate society and are a main source of enhancing well-being for individuals, families, and communities. Social workers are often employed by these agencies for service provision and program management and development. Increasingly, social workers are tasked with leading complex social services agencies and non-profit organizations. This course aims to provide students with the necessary skills to manage and lead in complex environments. Students will identify their own theory of leadership and how leadership applies to organizational management. Additionally, students will identify organizational structures and the processes for managing and developing programs within these structures. Students will also learn how to mentor employees and develop skills for providing supervision. Through course work, students can expect to gain knowledge in evaluating and implementing programs. Ultimately this course prepares students for the arduous, but necessary task, of transitioning from direct practice to a leadership role within the social work profession. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591

SWK 650 Advanced Integrative Practice with Children & Families

Advanced Integrative Practice with Children and Families emphasizes the application of advanced theory and practice principles for working with children and families in diverse practice settings. This course provides students an opportunity to consider approaches of current and emerging models of service delivery across the spectrum of settings where clinical intervention may be necessary, as well as more systemic intervention, which would address needs in a setting where social work may be one of many services offered (such as educational, healthcare or child welfare agencies). Models of child and family practice that emphasize promotion of wellbeing for the child and their family are considered.

SWK 660 Advanced Practice for Individual & Family Well-Being

This course builds on the generalist practice courses (SWK 541, SWK 560 and SWK 561) and explores theories and models for advanced social work practice with individuals and families with an emphasis on clinical practice methods. The course explores and critiques evidence-informed models for practice, emerging models of practice, and traditional/indigenous healing practices. The course reinforces the integration of theory and practice interventions as well as culturally appropriate, trauma-informed, and anti-oppressive stances toward social work practice. The overarching goal of the course is to integrate direct practice approaches that are client-centered, strengths-based, and relational with a primary focus on individual and family well-being. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 680

SWK 661 Advanced Community & Policy Practice for Well-being

This course focuses on social work at the community level and social work in policy arenas, connecting the two. The context for all social work practice is community. All people are members of communities and given social work's commitment to the person-in-environment perspective, community and policy practice are essential for social work. Likewise, since social policy affects all aspects of life – both personal and professional – social workers must be aware of how policy is developed and implemented, and how to influence policy. This course provides students with the advanced skills for work in communities and policy areas. Students will learn basic concepts and strategic approaches related to practicing in these settings, including the concepts of economic, environmental and social justice; social transformation; empowerment; and, participatory democracy. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 681

SWK 670 Special Topics**SWK 680 Advanced Field Practicum: Part A**

Advanced Field Practicum: Part A is the first, in a two-part practicum that provides the student with an educationally directed advanced social work practice experience. The student integrates social work theory and skills related to their area of concentration, while guided by a field instructor to practice within an ethical and professional framework. This practicum is based in an agency or organization within the community. Students are expected to complete 300 hours in the field and participate in a weekly seminar class. This practicum must be taken concurrently with SWK 680: Advanced Practice for Individual & Family Well-Being. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 660

SWK 681 Advanced Field Practicum: Part B

Advanced Field Practicum: Part B is the second in a two-part practicum that provides the student with an educationally directed advanced social work practice experience. The student integrates social work theory and skills related to their area of concentration, while guided by a field instructor to practice within an ethical and professional framework. This practicum is based in an agency or organization within the community. Students are expected to complete 300 hours in the field and participate in a weekly seminar class. This practicum must be taken concurrently with SWK 661: Advanced Community & Policy Practice for Well-Being. Prerequisite(s): SWK 510, 540, 541, 565, 560, 561, 580, 581, 591 Corequisite(s): SWK 661

SWK 695 Integrative Seminar in Social Work

This course is designed for social work students to integrate learning from the advanced social work practice curriculum and the student's area of concentration. Students will develop and disseminate a culminating experience that contributes to individual, family and/or community well-being. With a focus on professional and ethical practice, students will demonstrate competency at the advanced practice level by synthesizing the values, ethics, knowledge, and skills learned throughout the MSW Program. In consultation with their colleagues and faculty, students will create a capstone project that advances social work research and/or practice and prepares them for lifelong learning. Prerequisite(s): SWK 661, SWK 681 Corequisite(s): SWK 661, SWK 681

Speech Language Hearing (SLH)

Teaching Eng Second Language (TSOL)

TSOL 608 Research Methods in TESOL

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public school-based) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

TSOL 609 Language Study for Educators

This course serves as a practical foundation in linguistics and its sub-branches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds and moves gradually through to morphology, syntax, semantics, and pragmatics and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

TSOL 610 Teaching Second Language Writing in TESOL

The purpose of this course is to provide teachers with a wide range of strategies for teaching ELLs (English language Learners) the art of writing for different audiences, while examining English grammar as it applies to curriculum and instruction. Methods used in current approaches to teaching grammar are examined and appraised.

TSOL 611 Multimedia Approaches to TESOL

The purpose of this course is to study the application of multimedia technology in the second language acquisition process. The course considers the effect of the use of technology-based centers to the development of listening, viewing, talking, reading, and writing skills in English within the context of Content-Based Instruction (CBI). Students taking this course explore the use of cassette/CD players, movies and shows, computers and the Internet, video cameras, cassette recorders, newspapers, and magazines to develop the second language acquisition continuum at a faster pace. Prerequisite(s): BLS 609 - Language Studies for Educators

TSOL 612 Sociolinguistics for Educators

This course delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics. Students engage in readings and projects around such issues as language identity, language variation and education, bilingualism, multilingualism, the impact of language planning and policy on education, codes switching, dialects, standard and non-standard languages, language contact, diglossia, language maintenance, and language loss. The purpose of the course is to move beyond viewing language as an isolated subject so that one can take into account the many factors that make communication in multilingual societies so complex. Examples from multilingual environments from all over the world will be used as a basis for discussion of such topics, although special attention is given to the impact of these factors on language instruction and interaction in the classroom. Prerequisite(s): BLS 609: Language Studies for Educators

TSOL 613 Special Projects in English Education

This course focuses on current issues of second language acquisition and can be taken as an independent study.

TSOL 701 Practicum/Field Experience

In this practicum, the students apply what they have learned during their studies in a new setting such as a school or nonprofit organization. Students select the organization with the Director's approval and provide the Director with a supervisor who oversees the practicum at the organization. It is expected that students take advantage of the practicum not only as a way of putting to use what they have learned but also as a means to further understand the cultural dimensions of communication and nuances of language teaching and learning in a specific setting (the Field Experience). This practicum is required by the Pennsylvania Department of Education for the ESL Specialist Certification Program. Prerequisite(s): Successful completion of all Core and Elective courses, M.A. in TESOL Program and ESL Specialist Certification Program.

TSOL 751 M.A. TESOL Master's Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program. Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.

Theology (THD)**THD 700 The La Sallian Tradition**

This course has a twofold goal. First, it seeks to introduce students to the person and legacy of St. John Baptist de La Salle, the founder of the Brothers of the Christian Schools, and the namesake of the University. The introduction has as its purpose to allow doctoral students to gain an appreciation of the integration of theory and practice in the handing on of the Christian tradition. Second, the course seeks to enhance the research and writing skills of doctoral students so that they might better know and communicate that same tradition.

THD 720 The Christian Tradition

This course studies the wider context of the Christian tradition and its historical circumstances for the more focused research of doctoral students. The student learns to appreciate the complex development and interpretation of the Christian experience as essential components in understanding the more specific concepts, themes, and historical moments in their doctoral research. Because it is an online course, students simultaneously enhance their skills in using this educational format.

THD 730 Patterns of Faith Formation

This course examines the development of faith across the span of the human life cycle. Students consider the correlation of psychological theories of development and cognition with the development of a conceptual understanding and practice of the Christian faith. Students apply the theoretical content to their intended professional practice.

THD 750 Integrative Studies

Doctoral students use this course to review the breadth of research contained in their individual portfolios to develop significant theses related to their course of studies. In addition to organizing the portfolios for final submission, the students develop and propose three topics for the comprehensive examinations as well as draft initial proposals for their dissertations.

THD 800 Rdgs Founder's Studies 1

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Founder's Studies concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 802 Rdgs Founder's Studies 2

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Founder's Studies concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 804 Rdgs Founder's Studies 3

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Founder's Studies concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 806 Rdgs Founder's Studies 4

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Founder's Studies concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 860 Rdgs Church Ministry 1

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 862 Rdgs Church Ministry 2

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 864 Rdgs Church Ministry 3

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 866 Rdgs Church Ministry 4

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 868 Rdgs Church Ministry 5

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 870 Rdgs Church Ministry 6

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 872 Rdgs Church Ministry 7

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 874 Rdgs Church Ministry 8

Each readings and research course provides the opportunity for the individual student to explore a specific topic related to the general theme of his or her doctoral study in the Church Ministry concentration. Under the tutelage of an approved faculty member, the student gains an in-depth knowledge of a specific topic related to his or her field of study through a critical reading of core texts, production of a book review, the development of an annotated bibliography, creation of a research proposal, and a major research paper. Regular communication between the faculty member and the student is determined by the faculty member. Communication may consist of any combination of in-person meetings, electronic communication (e-mail, learning management system, or conferencing system), and phone conversations.

THD 900 Dissertation

University Studies (UNS)

UNS 555 Fee Assessment

Placeholder course for Tevera fee

INDEX

A

Academics: Requirements, Expectations, and Policies	33
Accounting (ACC)	258
Analytics (ANA)	259
Autism Spectrum Disorders, Endorsement	188

B

Bilingual/Bicultural Studies (BLS)	259
Bilingual/Bicultural Studies, M.A.	39
Business Administration (BUS)	263
Business Administration, MBA (Full-time)	46
Business Administration, MBA (One-Year)	56
Business Administration, MBA (Online)	63
Business Administration, MBA (Part-Time Hybrid)	73
Business Systems & Analytics (BSA)	263
Business Systems and Analytics, Certificate	194
Business Systems and Analytics, M.S.	82

C

Central European Studies (CES)	264
Certificates, Endorsements, and Preparatory Programs	187
Comm Sciences & Disorders (COSD)	267
Communication (COM)	269
Computer Information Science (CIS)	271
Computer Information Science, M.S.	92
Courses: A-Z	257
Cybersecurity (CYB)	273
Cybersecurity, M.S.	96
Cybersecurity Policy, Certificate	199

D

Data Science, Certificate	200
Doctor of Nursing Practice (DNP) - Nurse Anesthesia - Post-BSN	220
Doctor of Nursing Practice (DNP) - Nurse Anesthesia - Post-BSN- Frank J. Torretta School	230
Doctor of Nursing Practice (DNP) - Post-Master's	240
Doctor of Psychology in Clinical Psychology (Psy.D.)	249
Doctorates	220

E

Econ Crime Forensics (ECF)	273
Economic Crime Forensics, M.S.	99
Economics (ECN)	274
Education (EDC)	274

Education, M.A.	102
Education, M.Ed. - La Salle/RTC	111
English (ENG)	280

F

Faculty	18
Finance (FIN)	281
Financial Considerations	7
Fraud & Forensic Acct (FACC)	282
Fraud and Forensic Accounting, Certificate	201
Freedoms Foundation/Graduate History Courses	202
Full Stack Engineering, Certificate	202

G

Gerontology (GERO)	282
Graduate Religion (RLE)	282

H

Health Care Administration (HCA)	286
Health Science (HSC)	286
History (HIS)	286
Human Capital Development (HCD)	286

I

Information Tech Leadership (INL)	286
Instructional Coach, Endorsement	203
Instructional Technology Mgt (ITM)	286
Integrated Studies (INST)	286
Interpretation: English/Spanish-Spanish/English, Certificate	203
IT and Cybersecurity Policy, Certificate	204

M

Management Information Systems (MIS)	287
Management (MGT)	286
Marketing (MKT)	287
Marriage and Family Therapy, M.A.	117
Marriage Family Therapy (PMFT)	288
Master of Education (RTC) (EDM)	289
Masters	39
Masters of Business Admin (MBA)	291

N

Negot & Conflict Resolution (NCR)	292
Nonprofit Leadership, M.S.	124
Nonprofit Leadership (NPL)	293
Nursing, Certificates	205
Nursing, MSN	127

Nursing (NUR)	294
Nutrition, B.S.Nutr./M.S. - Coordinated Program in Dietetics (5-Year) ...	137
Nutrition (NUTR)	301

O

Overview and Mission	33
Overview and Policies	3

P

Post-Baccalaureate Premedical, Certificate	207
Pre Speech-Language Pathology	208
Prof Clinical Counseling (PCC)	302
Prof Counsel/Marriage Family (PCMF)	304
Professional Clinical Counseling, M.A.	144
Psychology (PSY)	307
Public Health, MPH	151
Public Health (PHLT)	311

R

Religion (REL)	314
RN to MSN Bridge	157
RN-BSN to MSN	158

S

Social Work, MSW	167
Social Work (SWK)	314
Special Education, Certification	209
Speech Language Hearing (SLH)	317
Speech-Language Pathology, M.S.	173
Strategic Communication, Certificate	209
Strategic Communication, M.A.	179
Student Resources	14

T

Teaching Eng Second Language (TSOL)	317
Theology (THD)	318
Translation and Interpretation, M.A.	182
Translation: English/Spanish-Spanish/English, Certificate	210

U

University Studies (UNS)	321
--------------------------------	-----

W

Wound, Ostomy and Continance Nursing, Certificates	212
--	-----