GRADUATE CATALOG

2017–2018

LASALLE UNIVERSITY

Philadelphia, Pennsylvania 19141
215.951.1500
www.lasalle.edu

MISSION STATEMENTS

La Salle University Statement of Mission

La Salle University is a Catholic university in the tradition of the Brothers of the Christian Schools. To a diverse community of learners, La Salle University offers a rigorous curriculum and co-curricular experiences designed to help students gain theoretical and practical knowledge, deepen their ethical sensibilities, and prepare for a lifetime of continuous learning, professional success, and dedicated service.

As a Catholic university rooted in the liberal arts tradition, La Salle challenges students to contemplate life's ultimate questions as they develop their faith, engage in a free search for truth, and explore their full human potential. As a Lasallian university, named for St. John Baptist de La Salle, patron saint of teachers, La Salle promotes excellence in teaching and scholarship, demonstrates respect for each person, nurtures mentoring relationships, and encourages authentic community. As an urban university, La Salle invites students to enhance their academic experience by immersing themselves in the rich resources of Philadelphia and the region. All members of our community are called to maintain a heightened sensitivity to those marginalized within society as they practice civic engagement, provide leadership with a global perspective, and contribute to the common good.

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.

School of Arts and Sciences Mission Statement

In keeping with the mission of La Salle University, the School of Arts and Sciences is dedicated to excellence in teaching and to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation. The faculty and staff of the School of Arts and Sciences provide a liberal education of both general and specialized studies for its own students and for those from the School of Business, the School of Nursing and Health Sciences. The undergraduate and graduate programs of the School also aim to provide students with a solid foundation for lifelong learning, informed service, and progressive leadership in their communities, and for fulfilling the immediate and final goals of their lives. With the shared mission of the Christian Brothers, the School of Arts and Sciences is passionately engaged in the process of enriching the community of scholar-learners, teachers, and researchers, through the power of enhanced academic experience. Faculty and staff in the School of Arts and Sciences believe a liberal academic experience should provide the opportunity for the mutual advancement and sharing of the excitement of learning for its own sake.

School of Business Mission Statement

Its mission is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills. Through its faculty, curriculum, extra-curricular activities, and relationships with the greater Philadelphia and national business community, it provides a value-centered educational community as the locus for its educational programs. Within this context, it seeks to provide an appropriate blend of contemporary business theory and real-world practice, placing paramount importance on teaching and on learning enriched by scholarly research and professional activity.

School of Nursing and Health Sciences Mission Statement

Consistent with Lasallian values, the Mission of the School of Nursing and Health Sciences is to provide excellent education and service programs to facilitate students' development as caring healthcare professionals prepared for lives of service and continued learning.

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.

PHILOSOPHY OF GRADUATE EDUCATION

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

- Scholarly inquiry in the pursuit of truth, evidenced by its faculty and students alike, is nourished in all graduate programs.

- Through their research and professional aspects, graduate programs prepare students for academic and professional careers as well as service to the community.

- Graduate programs promote lifelong learning in response to the changing and diverse needs of the 21st century workplace and the global community.

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

communal practice, a liberal education, and sensitivity to societal issues are closely integrated with professional theory and practice.

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

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

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

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

ACCREDITATION AND MEMBERSHIPS

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

La Salle is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267.284.5000. 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 postsecondary 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:

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
202.336.5979

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

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

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

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

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

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

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
703.535.5990

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

The Council of Education for Public Health
1010 Wayne Avenue, Suite 220
Silver Spring, MD 20910
www.ceph.org

Council on Social Work Education
1600 Duke Street,

Alexandria, VA 22314
703.683.8080

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

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

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

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

NONDISCRIMINATION POLICY

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

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

Further, La Salle University firmly believes in providing a learning environment that is free from all forms of harassment and will not tolerate any

form of impermissible harassment. Such harassment disregards individual values and impedes the Lasallian mission of providing an educational community that fosters both intellectual and spiritual development. Included in this prohibition are sexual misconduct, sexual harassment, and sexual violence, racial harassment, national origin harassment and harassment based upon ancestry, color, religion, age, disability, citizenship, marital status, gender identity, military or veteran status, sexual preference or orientation, genetic information, or any prohibited basis under applicable nondiscrimination laws.

RIGHTS AND PRIVACY ACT PROVISIONS

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

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

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

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

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

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

ACADEMIC POLICIES AND PROCEDURES

Standards for Graduate Education

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 skills;

• Contribute substantially to courses through rigorous assessments of learning goals.

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 delineates these responsibilities and is available on the University's web site (http://www. lasalle.edu/students/dean/divpub/manuals/sgrrr/). 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, which defines academic honesty and the consequences for academic dishonesty, is available on the University's web site http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/. Students who are guilty of academic dishonesty may be dismissed from their graduate program.

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

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.

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.

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.

Grading

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

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

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

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.

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 his or her 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, he or she must obtain a written extension of time from his or her program director, as well as the dean of his or her school.

The "W" grade is assigned when the student is approved by the program director for withdrawal from a course if the student requests the withdrawal by the stated deadline each semester. The course appears on the student's transcript. Note that a course assigned a "W" is different from a dropped course; courses may only be dropped during the drop/add period, and dropped courses do not appear on the transcript. More information concerning dropped courses appears in the "Registration for Courses" section, and more information concerning course withdrawal may be found under "Course Withdrawal/Withdrawal from the University" section of this catalog.

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

Admission

Admission criteria are program-specific. For that reason, they are detailed in the section introducing each program. La Salle's Nondiscrimination Policy is stated in the general reference section of this catalog.

Matriculation

A matriculated student is one who meets all entrance requirements and who has begun working in a definite program toward the graduate degree. A maximum of seven calendar years is allowed for the completion of the graduate degree. A maximum of 10 calendar years is permitted for Theology and Ministry students participating only during summer sessions.

Students should know that they are classified differentially for financial aid purposes and for program purposes.

For financial aid purposes, graduate students are classified as follows:

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

- A part-time student is one who is matriculated and registered for a minimum of three credits for the semester.

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

So designated full-time and part-time students are eligible to apply for financial aid.

For program purposes, all graduate students are considered to be part-time except for students who are enrolled in programs designated as full-time.

International Student Admission

La Salle is authorized by the Department of Justice, Immigration and Naturalization Service to issue Certificates of Eligibility (Form I-20) for non-immigrant "F-1" student status to international students who meet admission requirements. La Salle University is also authorized by the State Department to issues certificates of eligibility (DS2019) for non-immigrant "J-1" student status to international students who meet admission requirements and the requirements of the Exchange Visitor Program. Prospective graduate international students should visit http://www.lasalle.edu/grad/ to apply for admission to La Salle University. Each graduate program has its own admission requirements. Students are encouraged to consult the individual program website for the program in which they are interested.

Registration for Courses

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. **

- 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."

** Students enrolled in the RN-BSN ONLINE and MBA ONLINE programs 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.

Course Withdrawal and Withdrawal from the University

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

COURSE WITHDRAWAL

1. Graduate students may withdraw from a course(s) prior to its completion. Students must notify their graduate director and must complete the course withdrawal form in their director's office by the "Last day for withdrawal from classes" date, which is published in the Academic Calendar, located in the current edition of this catalog, and located on the University's Web site, http://www.lasalle.edu/academic-calendar/. Contact the program director for withdrawal dates for accelerated courses. Please be advised that the date of filing the withdrawal notice is considered to be the date of withdrawal from the class(es).

2. Students should consult with their financial aid counselor and/or veteran's benefits certifying official to understand how this change in their enrollment status may affect their aid. Additionally, international students should contact one of the international education associates at the Multicultural and International Center.

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

WITHDRAWAL FROM THE UNIVERSITY

Students who opt to withdraw from the University must notify their graduate director's office. Students who withdraw from the University before the "Last day for withdrawal from classes" will receive a "W" grade for the courses in which they are enrolled. Students who withdraw from the University after the withdrawal deadline will receive a grade ("A" to "F" as appropriate) for the course.

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

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

REFUND 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 their Graduate Program Director. Ceasing to attend and/or giving notice to your instructor(s) does not constitute the proper notice of withdrawal. The allowed percentage of a tuition refund will be based upon the date the notice of withdrawal is received.

*For the purpose of refund computation, a week shall be defined as the period of seven consecutive days; beginning with the official start date of the semester, not the first day of a class or first day of attendance.

** 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.

Full Fifteen Week Term

Up to and including the first week* of the semester	100% refund
Second week	60% refund
Third week	40% refund
Fourth week	20% refund
After fourth week	no refund

Ten through Twelve Week Terms

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

Five through Nine Week Terms

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

One through Four Week Terms (includes intersession)

Up to and including the first day** of the semester	100% refund

After the first day of the semester   no refund

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

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, contact your 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. Note that course withdrawals do not form the basis for a tuition appeal.

Readmission

When seeking readmission, students who have withdrawn from the university should contact the director of the graduate program in which they were last enrolled. 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.

Transfer of Program

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

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.

Student Rights and Grievance Procedure

This section details policies for curricular standards for all graduate students.

1. A student shall have the right to pursue any course of study available in the graduate programs of the University providing he or she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements of the program.

2. A student shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.

3. A student shall have the right to see his or her own tests and other written material after grading, and the instructor shall have the duty to make this material available within a reasonable time.

4. Upon request, a student shall have a right to have his or her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.

5. 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 procedure described in this subsection.

   The Grade Appeal Process is initiated by the student. This procedure applies only to assignment of the final course grade. There is a strong presumption that the faculty member's course grade is based solely on academic performance and is authoritative. Thus, the burden of proof to support the alleged unjust grade remains at all times with the student initiating the process. Overturning a final course grade requires substantiating that the alleged unjust final grade was based on an arbitrary or capricious action or some other inappropriate criteria not linked to academic performance. Stage One of the appeal process must be completed before Stage Two of the process is started

   a) The Stage One Process

   (i) The student must initiate the Stage One complaint procedure within two weeks of the grade in question being posted or otherwise made available

   (ii) The initial complaint must be delivered to the instructor issuing the grade in question and must be in writing. The instructor will normally respond to the student within two weeks in writing.

   (iii) After receiving the written response from the course instructor, the student may make a written appeal to the Department Chair, giving his or her reasons, in writing, for believing that the grade was an arbitrary or capricious action or based on some other inappropriate criteria not linked to academic performance. If the faculty member is the Department Chair, then the Dean will perform the duties of the Department Chair in all of the subsequent steps.

   (iv) The Department Chair will seek to resolve the conflict between the faculty and student within two weeks whenever possible.

   (v) The Department Chair will issue a written report to the student and faculty member within the subsequent two weeks whenever possible. A template for this report can be found on the portal.

(vi) If the student remains dissatisfied with the Chair's results, the student may initiate a Stage Two appeal to the appropriate academic dean. If the academic dean was the course instructor, the Stage Two grade appeal will be resolved by the Provost/Vice President for Academic Affairs.

b) The Stage Two Process

(i) The burden of proof continues to remain with the student initiating the process.

(ii) The student will provide a complete and factually detailed written explanation for the complaint to the Dean within two weeks of receiving the Stage One appeal process decision under section (a)(v), above.

(iii) The Chair will forward a Department Report and Recommendation to the Dean within two weeks of issuing the Stage One process decision.

(iv) The Dean will request a written response from the faculty member to be received within two weeks of having received the student's request when possible. The final-grade appeal will be heard by five members of the Grade Appeal Panel.

(v) The Grade Appeal Panel normally will be comprised of five members. Three members of the standing Academic and Faculty Affairs Committee of the Faculty Senate, appointed by the Chair of that committee, and two ad hoc members appointed by the appropriate Dean. The ad hoc members will be full-time employees of the University with a) faculty status, b) at least five years of teaching experience at the University and c) from cognate disciplines. For grade appeals presented by a graduate student, the panel will include at least one representative from a graduate program. Members of the Academic Affairs Committee of the Faculty Senate from the department where the appeal originates should recuse themselves from service on the Grade Appeal Panel.

(vi) The Dean will refer the student and faculty documentation to the five member faculty panel.

(vii) The faculty panel review and recommendation will be based exclusively on documentation furnished and other available resources as the panel deems necessary.

(viii) If the panel feels it necessary to speak to members of the appropriate department as resources, it may do so.

(ix) The panel will convene members in person or permit individual review of the record in making their recommendation. All panel members must review the same data.

(x) Within two weeks (if practical) of receiving the appeal, the Panel will issue a written opinion to the Dean stating the challenged grade was justifiable or was not justifiable based on academic performance.

(xi) If it is found that the grade given was neither arbitrary nor capricious, the appeal shall be denied. If the majority of the panel believe that the grade given was arbitrary or capricious, the decision shall be referred to the appropriate academic administrator for a decision and, if required, appropriate action.

(xii) The Dean will review the record, the opinion of the panel, and then adopt the majority panel recommendation unless there are compelling reasons not to do so. If the recommendation is adopted, the decision of the Dean is final. If appropriate, the Dean will initiate the grade change with the Registrar. The Dean will inform the Provost/Vice President for Academic Affairs of the final decision in writing.

(xiii) If the Dean declines to adopt the majority opinion of the panel, the Dean will send the appeal file to the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs will make the final grade determination based upon the entire record, including the Dean's comments.

If appropriate, the Provost/Vice President for Academic Affairs will initiate the grade change with the Registrar.

(xiv) Prior to issuing that final decision, the Dean or Provost/Vice President for Academic Affairs will notify the faculty member of the proposed decision. If there is a recommendation to change the grade, the faculty member will have an opportunity to change the final grade. If the faculty member declines to change the grade, the Dean or Provost/Vice President for Academic Affairs, as appropriate will do so with the Registrar.

(xv) The student and faculty member will receive a written final grade determination by the faculty member, Dean or Provost/Vice President for Academic Affairs as appropriate. This process should be completed, whenever possible, no later than the end of the first week of classes of the next academic semester.

(xvi) If the Dean is the faculty member who issued the grade in question, the Provost/Vice President for Academic Affairs will perform the duties above instead of the Dean.

(xvii) All parties participating in the grade appeal are encouraged to expedite this process. However, upon request, the Provost/Vice President for Academic Affairs may extend the specified time requirements, due to extenuating circumstances.

This process will be completed in strict confidence. All records related to the grade appeal process will be maintained in accordance with La Salle University record keeping policies.

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

Seeking a Second Master's Degree

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

1. Credits transferred from programs in other accredited institutions may not exceed six in La Salle programs requiring 36 credits or less, or nine in La Salle programs requiring more than 36 credits.

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

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

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

STUDENT SERVICES

Tuition, Fees, and Payment Options

Payment of Tuition

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

Fall semester: First Wednesday in August

Spring semester: First Friday in January

Credit card (American Express, Discover, MasterCard and VISA) and eCheck (ACH) payments can be made at http://my.lasalle.edu. Credit card payments are subject to a 2.75 percent convenience fee, however, eCheck payments are not subject to a convenience fee. An ACH payment is an electronic debit of a checking or savings account. You must have your account number and routing number available to make an ACH payment. If you choose to pay via wire transfer, instructions are available on the secure portal. You must include your student ID number.

If you choose to mail your payment, make your check or money order payable to La Salle University and forward to: La Salle University, 1900 West Olney Avenue, Philadelphia, PA 19141-1199, Attn: Office of Student and Accounts Receivable.

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

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

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

Third-Party Payments

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

Employer Assisted Graduate Deferred Payment Plan

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

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

Submit the form, along with a $50.00 payment, proof of employment letter and a copy of your employer's reimbursement policy. You may forward the application and documents via email (bursar@lasalle.edu), fax (215.951.1799), or U.S. mail, to the attention of the Office of Student and Accounts Receivable. If you choose to submit your application and documents via email of fax, you may remit your $50.00 application fee on the "View and Pay Your eBill" site via Br. LUWIS.

Late Payment Penalty

Any balance carried one month past the official first day of the semester will be subject to a late fee equaling one percent of the total amount due

on that day. This fee will continue to be assessed on a monthly basis. If you are unable pay the balance in full, you are encouraged to enroll in the La Salle University Deferred Payment Plan, apply for financial aid, or enroll in a monthly payment plan.

Changes

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

TUITION RATES FOR GRADUATE PROGRAMS

School of Business

Full-time MBA (Tuition, per semester)	11,855
One-Year MBA (Tuition, full year)	39,900
Part-time MBA (Tuition, per credit hour)	1,000
M.S. Human Capital Development (Tuition, per credit hour)	740
M.S. Nonprofit Leadership (Tuition, per credit hour)	660

School of Arts and Sciences

Tuition, per credit hour

Pre-Med Certificate	710
M.A. Bilingual/Bicultural Studies (English/Spanish)	785
M.A. Central and Eastern European Studies	735
M.A. Education	735
M.A. English	735
M.A. History	760
M.A. Industrial/Organizational Psychology	810
M.A. Marriage and Family Therapy	810
M.A. Professional Clinical Counseling	810
M.A. Strategic Communication	790
One-Year M.A. Strategic Communication, full time	790
M.A. Theology and Ministry	455
M.A. TESOL	785
M.A. Translation and Interpretation	785
M.S. Analytics	875
M.S. Computer Information Science	875
M.S. Cybersecurity	875
M.S. Economic Crime Forensics	810
M.S. Information Technology Leadership	875
M.S. Instructional Technology Management	760
Doctor of Psychology in Clinical Psychology	955
Doctor of Theology	600

School of Nursing and Health Sciences

Tuition, per credit hour

Pre-Speech-Language Pathology Program	675
Nutrition	675
RN-BSN Program	570
ACHIEVE Program	630
MSN Nursing	925
Master of Public Health	825
M.S. Speech-Language Pathology	925
Doctor of Nursing Practice	985

Adult Programs and Summer Sessions

Tuition, per credit hour

Post-Baccalaureate Programs

Dietetics Program	710
Pre-Medical Certificate	710
Pre-Speech Language-Pathology Program	710
ACHIEVE	630

Fees

Paper application fee	$35
General University Fee, per semester	135
Technology Fee, per semester	150
Parking Fee, resident student	100
Parking Fee, graduate student	65

Tuition and fees for graduate certificates are the same as for their respetive parent graduate program.

Financial Aid

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

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

Federal Direct Unsubsidized Loan

The Direct Unsubsidized Loan is an interest-accruing, fixed-rate loan available to students enrolled on a part-time or full-time basis. Graduate students may borrow up to $20,500 per year. 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.

Veteran's Benefits

Students who qualify for Veteran's benefits should contact the Financial Aid Office at 215.951.1070. Information for full-time and part-time students is also available under the Military Services tab via www.lasalle.edu/registrar.

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.

INTERNATIONAL STUDENT ADVISING

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

ENGLISH LANGUAGE INSTITUTE

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

BUCKS COUNTY CENTER

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

Courses are offered during the evening and on weekends to accommodate adult learners and working professionals. Students can complete master's degree programs in a variety of academic areas, including Master of Business Administration (MBA), Education, Professional Clinical Counseling, and Marriage and Family Therapy, and Nursing. An undergraduate degree in Nursing (ACHIEVE), and a full-time day program in Organizational Leadership are also offered at the Center. Click on the links above for additional information about these programs.

MONTGOMERY COUNTY CENTER

La Salle University offers some master's degree programs and certificate programs at the Montgomery County Center, located in the Metroplex on Chemical Road in Plymouth Meeting, PA, approximately one-half mile from the Germantown Pike East/Plymouth Meeting Exit 19 of Interstate 476. The facility includes classrooms, computer classrooms and labs, a student lounge, and a Resource Center that houses library materials, and computer work stations. An accelerated Bachelor's of Social Work degree

completion program, the Master of Business Administration and the Master of Arts in Marriage and Family Therapy or Professional Clinical Counseling, along with certificate programs also are offered at the Montgomery County Center. Click on the links above for additional information about these programs.

LIBRARY SERVICES

The Connelly Library – Main Campus

The Connelly Library offers a combination of traditional and innovative library services, plus warm and inviting areas for students to study and work in small groups on class projects. The building, which opened in 1988, contains areas for quiet study, various-sized rooms designed to accommodate collaborative learning processes, and attractive lounge seating for leisure reading and relaxing. Reference and Circulation services are on the first floor, Special Collections on the second floor, and Archives and Digital Initiatives on the lower level. In addition to an extensive book collection, the library collects feature films and documentaries on DVD and instructional materials for education students. The Special Collections area holds manuscripts, rare books, and videos on subjects such as the Japanese tea ceremony, imaginative representations of the Vietnam War, imaginative representations of the Holocaust, and trauma literature, as well as a number of unique holdings of the works of major authors.

The online databases, periodical subscriptions, and book collections in the library reflect the courses offered by the University. The library databases, which are accessible from the library home page (www.lasalle.edu/library), link to the full text of periodical articles or to interlibrary loan request forms. In addition, the E-Journal Portal links students to thousands of full-text periodicals. Students have access to these Internet sources at all times. The Collection Development Librarian consults with the teaching faculty to purchase the most useful books for the collection, including online books. Materials not available in the library are borrowed from other libraries, or photocopies of articles are requested at no charge to the student.

Reference librarians are available most of the 96 hours per week that the library is open. They provide individual and classroom instruction for finding information through databases and in books. Information literacy instruction using problem-solving techniques is available in the library to support and enhance the University's curriculum and encourage the development of lifelong learning skills. The Connelly Library reference librarians have developed original presentations, LibGuides, and unique handouts to help students work through information problem solving.

The Resource Center – Bucks County Center

Students taking courses at the Bucks County Center and Montgomery County Center have access to the Connelly Library's resources through the use of the Internet. The Bucks Resource Center has the services of a professional librarian at select times to support students with their research projects and to provide guidance on the use of the Library information. Students may also phone the Connelly Library Reference Librarians, email a librarian, or use the 24/7 chat service (AskHerePA) to get assistance. Connelly library books and interlibrary loan materials can be delivered to the Bucks County Center or the Montgomery County Center for pick up.

COMPUTING/TECHNOLOGY-BASED LEARNING FACILITIES

Main Campus

Computer Labs and Technology

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

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

Academic Technology

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

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

Tutoring services are accessible using the GradesFirst system. Please visit the mylasalle portal for more information.

The La Salle mobile application provides a full range of iOS- and Android-enabled tools for students with mobile devices. Features include viewing the following:

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

IT technical support is available in Olney 200. This Help Desk, staffed by an IT technician, can assist with password resets, laptop troubleshooting, or other technical issues. Help Desk services are also available by phone at 215.951.1860.

Bucks County Center

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

Montgomery County Center

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

Visit http://www.lasalle.edu/technology for more details about the services offered by the Information Technology Department.

CAREER AND EMPLOYMENT SERVICES

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

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

ACADEMIC AND LEARNING SUPPORT SERVICES

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

HOUSING/COMMUNITY DEVELOPMENT

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

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

• The community

• La Salle's Off-Campus behavior policy

• Basic tenant knowledge

• Landlord Relations

• Security Resources

• Tips for safety

• Property database access for you to research and pursue

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

DINING SERVICES

Main Campus

LaSalle Dining Services offer a wide array of dining choices from our two "all you care to eat" dining halls (Blue & Gold, and Treetops), the Union Food Court, our P.O.D. Market, Union Market, the Benilde P.O.D., as well as Starbucks and Subway. P.O.D.'s (Provisions on Demand) are convenience stores with quick snacks. Students on a La Salle Dining meal plan have a generous balance of Meals and Special Food Account (SFA) dollars that provides a great value along with the flexibility and convenience that they need. Blue & Gold is our newly renovated dining facility located on North Campus that is open seven days a week with continuous dining. Treetops is located on South Campus, which is just a short walk from Main Campus. The Food Court is located inside the Student Union Building. It contains Greens to Go, Bene Pizza, Grille Works, Zuca, and Smoothie Spot. Also in the Union building are Subway and Starbucks.

For hours of operations and locations of all dining options, as well as meal plan information and refilling Explorer Dollars, visit us at www.lasalle. campusdish.com. Also, keep up with us on social media! Follow us on Facebook: www.facebook.com/LaSalleDining, Twitter: @LaSalleDining, and Instagram: @LaSalleDining!

Bucks County Center

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

Montgomery County Center

Limited vending machine food choices provide snacks and beverages.

COUNSELING AND HEALTH SERVICES

Residential graduate students are eligible to use the services of the Student Health Center, the Student Counseling Center, and the Alcohol and Other Drug Education Center. The La Salle University Student Health

Center, located next to the Blue and Gold Dining Hall, is a primary health-care facility that provides acute health care and is staffed by clinical nurse practitioners. It is open Monday through Friday, 8:30 a.m. to 4 p.m. during the academic year. All residential graduate students must have a completed health history form on file. After-office hour emergencies are referred to Albert Einstein Medical Center. Security or fire rescue will transport students to Einstein Medical Center. Students are financially responsible for emergency room visits. The Student Health Center can be reached at 215.951.1565. The Student Counseling Center, located in McShain Hall, provides short-term counseling and crisis intervention. Appointments can be made by calling 215.951.1355. The Alcohol and Other Drug Education Center (AODEC) offers individual counseling, personal assessments, support groups and resources concerning issues related to substance use. The AODEC is located in McShain Hall, next to the Student Counseling Center and can be reached by calling 215.951.1357. Part-time and non-residential Graduate Students can access counseling services through Graduate Psychology's Community Center for Psychological Services (215.951.1006).

All residential Graduate students as well as all Graduate Students registered for six (6) or more credits or in a full-time program are required to carry health insurance coverage, either through the University-sponsored plan or through an alternative comparable plan, such as coverage on a parent's health insurance plan. Prior to first attendance at the University, and annually thereafter, registered Graduate students in in the aforementioned categories must complete the online student health insurance waiver/enrollment process. In order to complete the waiver/enrollment process or if you have questions regarding coverage, please go to www.firststudent.com or call customer service at 800-505-4160.

STUDENT HEALTH INSURANCE REQUIREMENT

All Graduate Students registered for six (6) or more credits or in a full-time program are required to carry health insurance coverage, either through the University-sponsored plan or through an alternative comparable plan, such as coverage on a parent's health insurance plan. Prior to first attendance at the University, and annually thereafter, registered Graduate students in the aforementioned categories must complete the online student health insurance waiver/enrollment process.

In order to complete the waiver/enrollment process, registered students should go to www.firststudent.com. Select La Salle University, click on the Waiver Your Schools Insurance button or the Enroll Now button and follow the directions. Students with questions regarding coverage may go to www.firststudent.com or call customer service at 800.505.4160. They may also contact Administrative Services at 215.951.1370.

SECURITY SERVICES

The Security Office is staffed 24 hours a day, seven days a week, providing security services, parking registration, shuttle bus/escort services, and help with cars. Parking permits may be obtained from the Parking Office, which is located at the lower level of the La Salle Union. For general information, call 215.951.1300. For emergencies, call 215.991.2111.

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

SHUTTLE BUS SERVICE AND PARKING

Please consult the Security and Safety Department Web site at lasalle.edu/security for current information regarding shuttle bus service. Printable applications can be found on our web page as well a Real Time view of the shuttles in operation. Parking Office business hours are Monday through Friday, 8:00a.m. to 4:30 p.m.

IDENTIFICATION CARDS

All students attending classes on campus are required to carry a valid La Salle ID card. This card is also the Library card. The ID Office issues ID cards. Information about obtaining ID cards can be found by visiting the mylasalle portal. The schedule for the ID office is 8:00a.m. to 4:30 p.m. Monday through Friday. This schedule will be modified as necessary during school holidays and breaks.

ID office phone number is 215.951.1579

WEATHER EMERGENCY NUMBERS

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

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

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

RECREATIONAL FACILITIES

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

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

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

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

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

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

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

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

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

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

ART MUSEUM

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

GRADUATE
PROGRAMS

MASTER'S PROGRAMS

MASTER OF SCIENCE IN ANALYTICS

Faculty

Program Director: Margaret McCoey, M.S.
Professors: Longo
Associate Professors: DiDio, Highley. Redmond, Bruce
Assistant Professors: Fierson, McCoey, Wang
Lecturers: Parker, Smith

Description of the Program

The M.S. in Analytics provides students with the background needed to delve deeper into review and questioning of data, internal and external related to their specific industry and professional needs. The program mixes statistical analysis with data preparation to provide visual results to questions. The program may be adapted to the industries needed for the student's professional growth.

If you have any questions regarding the Analytics program, please contact:

Margaret McCoey, M.S.
Director
215.951.1136
mccoey@lasalle.edu
www.lasalle.edu/analytics

If you have any questions regarding the Analytics program, please contact: analytics@lasalle.edu.

Mission

The graduate program in M.S. Analytics educates students in theoretical and practical knowledge of data analytics. The program develops professional competencies in analytics which may be applied to various industries. The faculty, staff and students engage in relationships with industry practitioners to encourage excellence and provide attention to ethical principles.

Program Goals

The learning goals of this proposed program are the following:

1. Prepare students to participate ethically and professionally in analytics professions.

2. Propose professional standards, standards of ethics and professional codes of conduct related to corporate leadership.

3. Assess industry cultures related to the activities.

4. Evaluate computing statistical methods supporting analytics.

5. Prepare students to enter the field of analytics.

6. Develop communication skills to explain problem and analysis results regardless of industry focus.

7. Evaluate and select computer tools and data sources in support of analytics.

Student Learning Outcomes

- Define and explain differences between descriptive, predictive and prescriptive analytics.

- Formulate professional practices related to specific industries and ethical behavior.

- Evaluate value provided by use of analytics for a problem.

- Choose appropriate analytic techniques for the problem.

- Identify and explain implications of analytical results.

- Develop leadership processes to model professional standards.

- Describe methods related to data collection.

- Construct relevant views of data sources based on independent variables.

- Develop models for data sources.

- Construct data simulations based on data models.

- Define data sources (internal and external) for analytical problems.

- Transform data sources for data analysis.

- Generate data trends based on data sources.

- Integrate data sources into historical repositories.

- Evaluate data sources for currency related to problem definition.

- Generate visual data solutions.

- Describe results of data solutions.

- Formulate problem and solutions to applied analytics problems.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. Candidates must have an undergraduate GPA of at least 3.0.

3. Request official transcripts from the insitutions of higher education showing all undergraduate and previous graduate study (if applicable). For work completed outside of the US, the transcripts need to be evaluated by World Education Services (www.wes.org).

4. Provide a professional resume.

5. Request two letters of recommendation from professors at the college level. If the applicant has been out of school for more than two years, the letters of recommendation may be provided by current or past supervisors at his/her place of professional employment.

6. Attend and interview with a faculty member to assess the candidate's requirements.

This program is offered online. International students may take the program at their home, but are not permitted to receive US Student VISAs because of the delivery format.

Students should be comfortable with the use of basic spreadsheet tools. Students need to be inquisitive. Students with professional experience in a corporate setting would be the best suited to enter this program.

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

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

Curriculum

Students are required to complete 10 courses (30 credits) for this program. This includes a capstone course (3 credits)

ANA 601	Overview of Analytics
ANA 613	Statistics for Data Analytics
ANA 615	Optimization Methods for Data Analytics
ANA 617	Modeling and Simulation for Data Analytics
ANA 523	Database Management Systems (CIS 523)
ANA 658	Data Mining
ANA 624	Data Warehouse
ANA 652	Leadership Assessment and Evaluation
ANA 665	Data Visualization
ANA 880	Analytics Capstone

Course Descriptions

ANA 523
DATABASE MANAGEMENT SYSTEMS
3 credits

This course entails analysis and evaluation of database designs in relation to the strategic mission of the project. Topics include database systems, database architectures, and data-definition and data-manipulation languages. Also included are logical and physical database design, database models (e.g., entity-relationship, relational), normalization, integrity, query languages including SQL. The course will address the use of Cloud Storage, non-structured data, the use of NOSQL databases. The course discusses social and ethical considerations and privacy of data. This course incorporates case studies for real project implementations.

ANA 601
OVERVIEW OF ANALYTICS
3 credits

This course introduces the student to the foundational principles, terminology, history and types of analytics used in industry. Students will learn how to define requirements and identify challenges, examine design strategies, explore approaches to analyzing data and identify appropriate data visualization tool(s). Students will explore trends, uncover ethnical challenges presented during data analysis and collection using case studies, problem scenarios and team projects. Topics include understanding your client & their need/use for data, analytic trends, and examples of using data to illustrate a picture for your client.

ANA 613
STATISTICS FOR DATA ANALYTICS
3 credits

An introduction to the essential principles of descriptive and inferential statistics needed for effective data analysis and decision making. Applications and case studies using realistic data will be used to demonstrate how statistical methodology is used to generate predictions necessary for decisions via data collection, statistical analysis and interpretation. Topics include applied probability, probability distributions, sampling, estimation, confidence intervals, hypothesis testing, linear and multiple regression, analysis of variance, and model building. Technology, including spreadsheets and dedicated statistical software, will be employed where appropriate.

ANA 615
OPTIMIZATION METHODS FOR DATA ANALYTICS
3 credits

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.
(Pre-Requisite ANA 613)

ANA 617
MODELING AND SIMULATION FOR DATA ANALYTICS
3 credits

This course introduces students to modeling and simulation. Topics include basic queueing theory, the role of random numbers in simulations, and the identification of input probability distributions. Students will also learn to identify limitations of simulations and draw correct conclusions from a simulation study. Students will work with specialized simulation packages such as Simio.
(Pre-requisite ANA 615)

ANA 624
DATA WAREHOUSING
3 credits

This course covers the use of large-scale data stores to support decision making; critical success factors in designing and implementing a data warehouse and management of a data warehouse project; requirements analysis; design using the star schema; entire data warehouse integration; infrastructure needs; data staging process, including data cleansing and transformation; and data access, including On-line Analytic Processing (OLAP) tools and Big Data. Also considered are introduction to data mining and analysis, evaluation, and selection of data warehousing tools, techniques, and methodologies.
(Pre-requisite ANA 523)

ANA 652
LEADERSHIP ASSESSMENT AND EVALUATION
3 credits

This course is cross-listed with HCD 652. Please see this entry for the course description.

ANA 658
DATA MINING
3 credits

This course introduces the field of data mining, with specific emphasis on its use for Machine Learning algorithms. Techniques covered may include conceptual clustering, learning decision rules and decision trees, case-based reasoning, Bayesian analysis, neural networks and text mining. The course covers data preparation and analysis of results. Skills in Microsoft Excel are useful.
Prerequisite: ANA 523

ANA 665
DATA VISUALIZATION
3 credits

This course develops data visualization techniques to provide effective display and presentation of analytical solutions in organizational contexts. The course topics include analytical reasoning, human perception of visual information, visual representation and interaction technologies, data representation and dissemination using texts, graphics, images, sounds. Students will learn research trends in space, time, multivariate analytics and extreme scale visual analytics.
Prerequisite ANA 617 and 627)

ANA 880
ANALYTICS CAPSTONE
3 credits

The capstone is an opportunity to pursue an independent learning experience focused on a specific aspect of Analytics. Students choose from an advanced research topic focused on analytics, a professional application of analytics to a specific case or an experiential learning opportunity focusing on the application of analytics. The capstone extends students beyond the course work and cases to apply knowledge to situations relevant to their professional goals. Each student will be required to present his/her capstone as both an oral presentation and a summary written document.

BUSINESS ADMINISTRATION

SCHOOL OF BUSINESS MISSION STATEMENT

Its mission is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills. Through its faculty, curriculum, extra-curricular activities, and relationships with the greater Philadelphia and national business community, it provides a value-centered educational community as the locus for its educational programs. Within this context, it seeks to provide an appropriate blend of contemporary business theory and real-world practice, placing paramount importance on teaching and on learning enriched by scholarly research and professional activity.

MBA Program Learning Goals with Specific Objectives

1. Strategic thinking through integrating discipline-specific business knowledge

   (a) Demonstrate the ability to integrate business disciplines to achieve strategic objectives

   (b) 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

2. Leadership Skills

   (a) Demonstrates the ability to identify and analyze current leadership style and the ability to develop and enhance leadership skills

   (b) Demonstrate the ability to work effectively and collaboratively in a team

3. Business-related oral and written communication skills

   (a) Demonstrate the ability to prepare and deliver a professional presentation on a business issue

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

4. Awareness of how the business environment influences decision-making

   (a) Demonstrate the ability to identify and analyze ethical and legal business dilemmas and the ability to recommend and defend appropriate solutions and strategies

   (b) Demonstrate an understanding of how cultural, economic, and political factors shape the management of global business

5. Knowledge and skill concerning financial analysis, reporting, and markets

   (a) 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

PART-TIME HYBRID MBA

Faculty

Dean: MarySheila McDonald, J.D.

Director: John Farrell

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

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

Associate Professors: Ambrose, Chia, Cooper, Jones, Kennedy, Leauby, Paulin, Rhoda, Szabat, Walsh, Wentzel

Assistant Professors: Brazina, G. Bruce, DiPietro, Dynan, Fitzgerald, Gauss, Massimini, Pierce, Zook

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

Description of the Part-Time Hybrid Program

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

The part-time MBA curriculum has been carefully and intentionally reimagined to a Hybrid Part-time program which allows buys professionals greater flexibility and convenience as they move through the program. Each couse is delivered 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 makes for a more effective educational experience for working professionals.

La Salle's part-time 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 reflects today's business environment.

- Flexible - The program provides students with face-to-face and meaningful interaction with their instructors and classmates and gives them 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, not-for-profit, and government.

La Salle understands the lifestyles of its MBA students and is committed to making sure it is as easy as possible to register for courses, meet with a professor before class, or take a semester off, if necessary. It is important that motivation be augmented with real business know- how. La Salle's MBA faculty challenge students to maximize their "natural" resources for success. The faculty stress the interaction of theoretical knowledge with

practical experience and shared ideas. The hybrid MBA is offered at three convenient locations: Main Campus in Northwest Philadelphia; the Bucks County Center in Newtown, Pa.; and the Montgomery County Center at the Metroplex Corporate Center in Plymouth Meeting, Pa.

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. Professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

John Farrell
Director,
215.991.2985
farrellj@lasalle.edu
www.lasalle.edu/mba

Nicole Blair
Assistant Director
215.438.6676
blairn@lasalle.edu

If you have any questions regarding the Part-Time Hybrid MBA program, please contact: mba@lasalle.edu or visit our website at www.lasalle.edu/mba.

Admission Requirements

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

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

1. Application form
2. Official transcripts from all schools attended
3. Test scores from the Graduate Management Admission Test (GMAT), or, with permission of the Director, the Graduate Record Examination (GRE)
4. 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 submitted to the following:

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

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

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

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

Application Deadlines

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

Conditional Admission

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

Waiver of GMAT or GRE Requirement

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

The GMAT (or GRE) could be waived for applicants if they meet the one of the following:

- Have an undergraduate business degree from an AACSB-accredited University and have
  - o An overall GPA of 3.2 or above,
  - o An overall GPA of 3.0 or above and 3 years of professional experience, or
  - o More than 5 years of professional experience.
- Hold a CFA Charter or CPA license or have 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 can 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 take up to four (4) courses 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 six graduate credit hours (in total for the program) can be transferred.

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.

MSN-MBA Dual Degree Program

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

The Part-Time Hybrid MBA Curriculum

Students must complete between 33 and 45 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.

MBA Math Course

This course is required for students who score below the 25th percentile on the quantitative of the GMAT exam or do not have significant quantitative academic or professional experience. This self-paced, online quantitative skills course is designed with 24 lessons covering basic quantitative skills in finance, accounting, economics, and spreadsheets.

Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory in the context of decision-making and leadership skills. The following three courses (3 credits each) are required but may be waived based on a student's academic and professional background.

MBA 610   Applied Economic Analysis
MBA 615   Financial Accounting: A Customer Focus
MBA 630   Financial Markets

The Core

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

MBA 690   Creating Customers Through Effective Marketing Management
MBA 691   Managerial Accounting for Decision Making, Planning, and Control
MBA 692   Financial Performance: Control and Measurement
MBA 693   Business Analytics for Informed and Effective Decision Making

Specialization

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

Accounting
Business Systems and Analytics
Finance
General Business Administration
Management
Marketing

Executive Perspectives

The following courses (three credits each) provide students with a greater understanding the approaches and processes of leading people and organizations. Topics include assessing and developing one's managerial skills, learning how to use technology for managing the vast array of information sources available, making appropriate decisions, understanding how the financial outlook of an organization might be affected by such decisions, and economic issues confronting individuals, groups, and organizations.

MBA 810   Self-Assessment for Leadership
MBA 820   Information Technology for Decision Making
MBA 830   Financial Statement Analysis
MBA 840   Frameworks for Socially Responsible Decision Making

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 areas while adding a global perspective and the ethical dimensions necessary to succeed in the global business arena.

MBA 902   Competitive Strategy

ONLINE MBA

Faculty

Dean: MarySheila McDonald, J.D.

Director: John Farrell

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

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

Associate Professors: Ambrose, Chia, Cooper, Jones, Kennedy, Leauby, Paulin, Rhoda, Szabat, Walsh, Wentzel

Assistant Professors: Brazina, G. Bruce, DiPietro, Dynan, Fitzgerald, Gauss, Massimini, Pierce, Zook

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

Description of the Online MBA Program

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

The La Salle MBA curriculum has been engineered into a fully online program which provides professionals greater flexibility and convenience as they move through the program. We have developed a learning experience that leverages the latest teaching and learning technologies, together with the professional skill and knowledge requirements of a leading MBA program. 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 students both management and leadership skills, coupled with the latest business thinking. This approach

is to teach business professionals, to help students learn how to use the informational tools available to them, and to develop the kinds of people-oriented skills that prepare them for success as leaders in an expanding global business environment. La Salle's MBA faculty challenge students to maximize their "natural" resources for success. The faculty stress the interaction of theoretical knowledge with practical experience and shared ideas.

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. I

The School of Business and the MBA Programs, including the Online MBA are accredited by one of higher education's most prestigious accrediting bodies—AACSB International, the Association to Advance Collegiate Schools of Business. The online nature of this program brings students in direct contact with other business professionals, creating a unique learning experience that blends current business theory with practical, hands-on instruction. Professors are committed to the Lasallian tradition of teaching, which means being accessible, focusing on the individual, and contributing to a sense of community.

John Farrell
Director,
215.991.2985
farrellj@lasalle.edu

Nicole Blair
Associate Director
215.951.1057
blairn@lasalle.edu

www.lasalle.edu/mba

If you have any questions regarding the online MBA program, please contact: mba@lasalle.edu or visit our website www.lasalle.edu/mba.

Admission Requirements

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

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

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

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

All documents should be submitted to the following:

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

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

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

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

International Students

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

• Take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment at La Salle University

• Take the International English Language Testing System (IELTS) and have their test scores forwarded to the Office of Graduate Enrollment at La Salle University.

• Note: The TOEFL and IELTS exams are not required when the applicant can demonstrate proficiency, has an undergraduate degree from a university in the United States or an institution in another country where English is the language of instruction. The minimum scores for the TOEFL are: 230 computer-based score, and 88 Internet-based score. The minimum score for the IELTS is 6.0.

• Have their academic credentials from foreign institutions evaluated course-by-course by World Education Services (wes.org) or a similar organization. The evaluation must be sent to La Salle by. This third-party evaluation is required to process your application.

Upon receipt of the documents above, candidates may be interviewed by phone or internet-based conferencing Skype prior to final admission decisions.

Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS)

The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) exams are required of all applicants whose native language is not English. The test requirement may be waived in certain cases when:

• English language proficiency can otherwise be demonstrated.

• An international student has earned an undergraduate or graduate degree from a college or university in   the United States.

• A student has earned a degree from an institution in another country where English is the language of instruction.

Application Deadlines

There five application deadlines throughout the year, as admissions to the program are made throughout the year. They occur 10 business days before the start of each term. However, we recommend that all application documents including official transcripts be received as soon as possible. The start of each term is provided on the academic calendar.

Conditional Admission

Is not available for online MBA students.

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) could be waived for applicants if they meet the one of the following:

- Have an undergraduate business degree from an AACSB-accredited University and have
  - o An overall GPA of 3.2 or above,
  - o An overall GPA of 3.0 or above and 3 years of professional experience, or
  - o More than 5 years of professional experience.
- Hold a CFA Charter or CPA license or have 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 can 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 take up to four (4) courses 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 six hours of graduate credit hours (in total for the program) can be transferred.

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.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

The Online MBA Curriculum

Students must complete between 33 and 39 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.

MBA Math

Students who score below the 25th percentile on the quantitative of the GMAT exam or have insufficient background in business, accounting, finance and economics will need to take MBA Math. . This self-paced, online quantitative skills course is designed with 24 lessons covering basic quantitative skills in finance, accounting, economics, and spreadsheets.

Foundation

The purpose of the Foundation area is to provide students with a functional knowledge of business theory and fundamentals in the context of decision-making and leadership skills. The following two courses (1.5 credits each) are required but may be waived based on a student's academic and professional backgrounds.

MBA 601   Financial Accounting
MBA 602   Financial Markets

The Core

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

MBA 690   Creating Customers through Effective Marketing Management
MBA 691   Managerial Accounting for Decision Making, Planning, and Control
MBA 692   Financial Performance: Control and Measurement
MBA 693   Business Analytics for Informed and Effective Decision Making

Specialization

All students will select a specialization and are required to complete three 700-level courses in the specialization area, Specialization offerings have been determined by student interest and market need. The courses for each of the six specializations are outlined.

Accounting
ACC 782   Accounting Information and ERP Systems
ACC 791   Decision-making Using Management Accounting
ACC 792   Applying Research Skills to Contemporary Accounting Issues

Business Systems and Analytics
BSA 710   Systems Analysis and Database Design
BSA 720   Data Warehousing and Data Mining
BSA 790   Special Topics in Business Systems and Analytics

Finance
FIN 748   Financial Instruments and Markets
FIN 764   Portfolio Management
FIN 765   Global Financial Management

Management
MGT 760   Human Resource Management
MGT 765   Irrational Decision Making
MGT 790   Special Topics in Management and Leadership

Marketing
MKT 730   Strategic Marketing Intelligence
MKT 732   Consumer Behavior
MKT 790   Special Topics in Marketing

General Business Administration
To complete a General Business Administration specialization, students can take three courses from any of the above listed course.

Executive Perspectives

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

MBA 810   Self-Assessment for Leadership
MBA 820   Information Technology for Decision Making
MBA 830   Financial Statement Analysis
MBA 840   Frameworks for Socially Responsible Decision Making

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 areas while adding a global perspective and the ethical dimension necessary to succeed in the global business arena.
MBA 902   Competitive Strategy

Course Descriptions

Foundation

Foundation courses **MBA 601** Financial Accounting and **MBA 602** Financial Markets are for the online MBA only.

MBA 601
FINANCIAL ACCOUNTING (ONLINE PROGRAM ONLY)
1.5 credits

This course is an introductory study of financial accounting. This includes the study of basic accounting language and concepts, recording financial transactions and preparation of financial statements. Reporting and analyzing operating income, operating assets and owner financing is also emphasized.

MBA 602 Financial Markets
(ONLINE PROGRAM ONLY)
1.5 credits

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

MBA 610
APPLIED ECONOMIC ANALYSIS
3 credits

This course is designed to help students understand the principles of both micro and macro economics and can effectively apply these principles to economic events that shape our world. The course develops students' ability 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 of the various sectors consisting of households, businesses, and governments who comprise our economy act, and how those actions impact the state of the economy. Roles of government and the Federal Reserve whose actions can impact the state of the economy are evaluated. Topics such as Gross Domestic Product, economic growth, inflation, unemployment, fiscal policy, monetary policy, banking, international trade, and exchange rates are studied.

MBA 615
FINANCIAL ACCOUNTING: A USER FOCUS
3 credits

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

MBA 630
FINANCIAL MARKETS
3 credits

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

The Core

MBA 690
CREATING CUSTOMERS THROUGH EFFECTIVE MARKETING MANAGEMENT
3 credits

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
3 credits

This course focuses on the firm's management accounting system as its primary information system. It examines the problems of cost measurement, planning, coordination, control, and 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: MBA 615

MBA 692
FINANCIAL PERFORMANCE: CONTROL AND MEASUREMENT
3 credits

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

of an electronic spreadsheet is needed for homework assignments and case analysis.
Prerequisites: MBA 615, MBA 630, and Completion of online Math Assessment (if not waived).

MBA 693
BUSINESS ANALYTICS FOR INFORMED AND EFFECTIVE DECISION MAKING
3 credits

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: Completion of online Math Assessment (if not waived).

Executive Perspectives

MBA 810
DEVELOPING YOUR LEADERSHIP SKILLS
3 credits

This experiential course emphasizes the importance of feedback and self-assessment for leadership development. It includes extensive assessment of each participant's management style and skills based on self-evaluations (using structured questionnaires, 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 820
INFORMATION TECHNOLOGY FOR DECISION-MAKING
3 credits

This course is about the manager's responsibilities for problem solving and decision making, and those areas in which information technology 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.

MBA 830
FINANCIAL STATEMENT ANALYSIS
3 credits

This course integrates the areas of finance and accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making from the perspective of investors, creditors and management.
Prerequisite: MBA 692

MBA 840
FRAMEWORKS FOR SOCIALLY RESPONSIBLE DECISION MAKING
3 credits

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.
Prerequisites: All required foundation courses

Integrative Capstone

MBA 902
COMPETITIVE STRATEGY
3 credits

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.
Prerequisites: All required (non-specialization) coursework

MBA ONLINE ASSESSMENT COURSE

This self-paced, online quantitative skills course is designed with 24 lessons covering basic quantitative skills in finance, accounting, economics, statistics, and spreadsheets. This course is required for students who score below the 25th percentile on the quantitative section of the GMAT exam.

Accounting

ACC 704
FINANCIAL ACCOUNTING THEORY AND CURRENT PRACTICES
3 credits

This course emphasizes the perspective of preparers of financial statements covering financial statement preparation with an emphasis on the areas of financial accounting that are problematic, including revenue recognition, expense allocation, inventories, post-employment benefits, leases, and stock options.
Prerequisite: MBA 615

ACC 761
TAXATION FOR BUSINESS PLANNING AND INVESTING
3 credits

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

ACC 772
AUDITING
3 credits

The course is a conceptual study of the audit process with applied aspects of the discipline. It relates and compares the role and responsibility of management to that of the independent certified public accountant. It presents generally accepted auditing standards, basic audit methodology, and procedures with an emphasis on the study and evaluation of internal control. The course culminates with an in-depth analysis of the auditor's opinion.
Prerequisite: ACC 704 or equivalent.

ACC 780
APPLIED RESEARCH IN ACCOUNTING
1-3 credits

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: Approval of supervising professor and program director

ACC 782
ACCOUNTING INFORMATION AND ERP SYSTEMS
3 credits

This course offers an enhanced understanding of accounting information and enterprise resource planning systems, and is suitable for all MBAs. It includes hands-on experience with a traditional accounting system and with SAP, and weekly discussion of current topics, including privacy and security issues, disaster recovery, anti-fraud and audit resources, and XBRL.
Prerequisite: MBA 691 or equivalent

ACC 790
SPECIAL TOPICS IN ACCOUNTING
3 credits

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: MBA 615; other prerequisite(s) may be required depending on the topic.

Business Systems and Analytics

Three courses are required for Specialization in Management Information Systems:

• BSA 710

• BSA720

• choice of an additional BSA course

BSA 710
SYSTEMS ANALYSIS AND DATABASE DESIGN
3 credits

This course is about structured analysis and design methodology for complex business systems. Students become familiar and use Entity Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, 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: MBA 693

BSA 720
DATA WAREHOUSING AND DATA MINING
3 credits

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

BSA 780
APPLIED RESEARCH IN BUSINESS SYSTEMS AND ANALYTICS
1-3 credits

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: Approval of supervising professor and program director

BUS 785
BUSINESS INTELLIGENCE AND KNOWLEDGE MANAGEMENT

This course develops a basic understanding of fundamental tools and technologies used to exploit potential intelligence hidden in routinely collected data in organizations. Business intelligence topics include: identifying sources of information for business intelligence, competitor analysis, environmental scanning, and business forecasting. The course also develops the basic knowledge to convert this acquired intelligence into a set of business rules for implementation in a rule-based, knowledge-based system. Knowledge Management tools include applied artificial intelligence, knowledge acquisition and validation, knowledge representation, inferencing, and expert system building processes and tools.
Prerequisite: MBA 693

BSA 790
SPECIAL TOPICS IN BUSINESS SYSTEMS AND ANALYTICS

This course is designed to introduce students to one of several areas of emerging trends and technologies in Business Systems and Analytics. Students will learn the fundamental principles and concepts of analytics in a specific business domain and implement descriptive, predictive and prescriptive analytics tools and technologies that support data, information, and knowledge management in the area of study. Course titles include, but are not limited to, Accounting Analytics, Financial Analytics, Healthcare Analytics, Human Resources (HR) Analytics, Marketing Analytics, Sports Analytics, and Supply Chain Analytics among others. Because the topic of this course will change, it can be repeated for additional credit when taken as a different topic.
Prerequisite: MBA 693; other prerequisite(s) may be required depending on the topic.

Finance

FIN 746
ENTERPRISE RISK MANAGEMENT
3 credits

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

and insurance-linked securities. Emphasized throughout the course is that managing risk effectively is essential to corporate value, success, and survival.
Prerequisite: MBA 692

FIN 748
FINANCIAL INSTRUMENTS AND VENTURE CAPITAL MARKETS
3 credits

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: FIN 692

FIN 764
PORTFOLIO MANAGEMENT
3 credits

The course focuses on current practice and recent theoretical developments. It deals with the characteristics of individual securities and portfolios, criteria and models for alternative portfolio composition, criteria for evaluation and measurement of performance, and the impact of government regulation.The evaluation of current theory, its significance for the financial management decision-making, and the consideration of relevant empirical evidence are covered.
Prerequisite: MBA 692

FIN 765
GLOBAL FINANCIAL MANAGEMENT
3 credits

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: MBA 692

FIN 767
MERGERS AND ACQUISITIONS
3 credits

The course provices an analysis of the acquisition by one firm of all or some of the assets of another firm, and its impact on both the companies involved and on society. Topics include a discussion of the types of combinations, the motivations of the participants, the financial analysis required to carry out merger or acquisition activities, negotiation strategies, and the tax and accounting options that are available to the parties involved.
Prerequisite: MBA 692

FIN 780
APPLIED RESEARCH IN FINANCE
1-3 credits

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: Approval of supervising professor and program director

FIN 783
FINANCIAL ANALYSIS SEMINAR
3 credits

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.
Prerequisites: MBA692, MBA830, FIN764 and a minimum graduate GPA of 3.5 or permission of the instructor.

FIN 790
SPECIAL TOPICS IN FINANCE
3 credits

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

Management

MGT 730
NONPROFIT MANAGEMENT
3 credits

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

MGT 732 (Pending Approval)
MANAGING EFFECTIVE TEAMS
3 credits

Teams have become part of the landscape in most organizations. This course will explore the factors involved in creating and maintaining high performance teams. It will look at issues of teamwork, virtual teams, group dynamics, and problems in developing effective teams, and will provide frameworks and tools for improving team performance. It will discuss both being an effective team member and team leader.
Prerequisite: MBA 810

MGT 736
DESIGNING EFFECTIVE ORGANIZATIONAL STRUCTURES
3 credits

This course examines various factors that managers should consider when structuring (or restructuring) their organizations, including employees' skill levels and engagement, as well as the organization's size, external environment, competitive strategy, international expansion, technologies, and alliances with other organizations. It also explores the impact that managers' own values and preferences have on the creation of control systems and structures, and on employees' reactions to them. Case assignments require students to apply what they have learned to improve organizational functioning.

MGT 739
MANAGING CULTURAL DIVERSITY IN THE WORKPLACE
3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and

cross-cultural relations; explore the challenges that managing cultural diversity presents to organizations and individuals associated with them; gain awareness of the issues related to ethnocentrism, racism, sexism, and ageism; develop an understanding and appreciation for people from Hispanic and Asian cultures; discuss current techniques used in cultural analysis; and read and evaluate research in the field of cultural diversity.
Prerequisite: MBA 810

MGT 742
ORGANIZATIONAL COMMUNICATION
3 credits

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

MGT 743
ENTREPRENEURSHIP
3 credits

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

MGT 744
POWER AND INFLUENCE
3 credits

This course is designed to provide a realistic understanding of individual and organizational power issues. It will help students to produce constructive outcomes for themselves and their organizations. The assignments are designed to help make sense of personal and organizational experiences and will provide additional insight into a student's power orientation and personal influence strategies. The course will be delivered through lectures, in-person and online discussions, collaborative online learning events, and in-person experiential learning.
Prerequisite: MBA 810

MGT 752
MANAGERIAL SKILLS LABORATORY
3 credits

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: Permission of the professor, MBA 810

MGT 760
HUMAN RESOURCE MANAGEMENT
3 credits

This survey course provides an overview of the major areas of human resource management, including HR strategy and planning, EEO laws,

job analysis and competency models, recruiting, selection, training, performance appraisal and management, job design, compensation, benefits, and labor relations. The focus is on both the line manager's and the human resource professional's role in creating a culture that attracts, rewards, and retains the talent necessary to ensure a business' success.
Prerequisite: MBA 810

MGT 765
IRRATIONAL DECISION MAKING
3 credits

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

MGT 769
HUMAN RESOURCE DEVELOPMENT
3 credits

This course reviews a variety of approaches to developing human resources in organizations. There is special emphasis on needs analysis as well as on the design, delivery, and evaluation of training programs or development initiatives. The role of performance and behavioral feedback in development is also discussed. The course includes hands-on experience in the design of training programs or development initiatives. Students may also examine special topics (for example, Web-based training, coaching, expatriate training, or executive development).
Prerequisite: MBA 810

MGT 780
APPLIED RESEARCH IN MANAGEMENT AND LEADERSHIP
1-3 credits

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: Approval of supervising professor and program director

MGT 790
SPECIAL TOPICS IN MANAGEMENT AND LEADERSHIP
3 credits

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: MBA 810; other prerequisite(s) may be required depending on the topic.

Marketing

MKT 720
3 credits
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: MBA 690

MKT 730
STRATEGIC MARKETING INTELLIGENCE
3 credits

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 projects 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, campaign management, brand valuation, and digital marketing strategy.
Prerequisite: MBA 690

MKT 732
CONSUMER BEHAVIOR
3 credits

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

MKT 734
ADVERTISING AND PROMOTION MANAGEMENT
3 credits

The course focuses on the study and practical application of the analysis, planning, control, and decision-making activities involved in the promotional process. Topics include objective setting, budgeting, persuasion and attitude change, copy and media decisions, sales promotion programs, and the evaluation of marketing effectiveness.
Prerequisite: MBA 690

MKT 739
INTERNATIONAL MARKETING
3 credits

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

MKT 780
APPLIED RESEARCH IN MARKETING
1-3 credits

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: Approval of supervising professor and program director

MKT 790
3 credits
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: MBA 690; other prerequisite(s) may be required depending on the topic

FULL-TIME MBA

Faculty

Dean: MarySheila McDonald, J.D.
Director, Full-time MBA Programs: Elizabeth Scofield, MBA
Professors: Barenbaum, Borkowski, Tavana, Schubert, Van Buskirk
Associate Professors: Ambrose, Cooper

Description of Program

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.

Reasons to Choose Lasallian Business:

- Earn a degree at an institution that is among five percent of the world's business schools accredited by the Association for the Advancement of Collegiate Schools of Business.

- La Salle University's School of Business was named to The Princeton Riview's Best 294 Business Schools 2017.

- Opportunity to travel to a foreign country and study with faculty.

- Participate in workshops/events to enhance international business etiquette skills and knowledge of American corporate culture.

- Engage in events sponsored by the World Affairs Council of Philadelphia and Philadelphia's International Visitors Council.

- Tuition is set to allow students to receive an excellent return on their investment.

• Career Focus: Career Development Course, Careeer Fairs, On-Campus Interview Sessions with employers, etiquette luncheons, networking events, Women's MBA Association,a personal academic and career advisor.

Elizabeth Scofield, MBA
Director, Full Time MBA Program
215.951.1057
scofield@lasalle.edu

If you have any questions regarding teh Full-time MBA program, please contact: mba@lasalle.edu

Admission

International students are eligible for conditional admission; however, all their conditions must be met before an I-20 can be issued. Conditional admission can be offered for GMAT, GRE, TOEFL and IELTS.The Admission Committee of the Full-time MBA Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The program is structured to accommodate students with various undergraduate degrees. Program applications are reviewed on a "rolling" basis. Students may enter the program in the fall, spring, and summer. All candidates must have completed a four-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Formal work experience is not required.

Application Procedures and Deadlines

Although there are no formal application deadlines, it is recommended that all the information be received in the Office of Graduate Enrollment by August 1 for fall admission, December 15 for spring admission, and April 15 for summer admission.

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

1. Online application

2. Test scores from the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE). [La Salle's school code for reporting scores from the GMAT is 548-KK-38. La Salle's school code for reporting scores from the GRE is 2363.] The University does not accept scores directly from students.

3. Official transcripts from all institutions previously attended.

International Students

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

1. Either take the Test of English as a Foreign Language (TOEFL) and have their test scores forwarded to the Office of Graduate Enrollment by the Educational Testing Service (ETS), in Princeton, NJ. (1.800.257.9547) [La Salle's school code for reporting scores from the TOEFL is 2363], or take the International English Language Testing System (IELTS) www.ielts.org.

2. Have their academic credentials from foreign institutions evaluated by World Education Services (WES.org) or a similar organization.

3. Once accepted into the program, submit t a Statement of Financial Responsibility Form, which may be obtained from the Multicultural and International Center at La Salle University.

All documents should be submitted to the following:

Office of Graduate Enrollment
La Salle University—Box 826

1900 W. Olney Avenue
Philadelphia, PA 19141-1199

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

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

Selection Criteria

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

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

Graduate Management Admission Test (GMAT)

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

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

Waiver of GMAT or GRE Requirement

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

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

TOEFL and IELTS

The Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are not required of applicants whose native language is English and applicants who have undergraduate degrees from universities in the United States. In addition, the test requirement may be waived in certain cases where English language proficiency can otherwise be demonstrated. The minimum scores for the TOEFL are: 230 computer-based score, and 88 Internet-based score. The minimum score for the IELTS is 6.5

Conditional Admission

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

International students are eligible for conditional admission; however, all their conditions must be met before an I-20 can be issued. Conditional admission can be offered for GMAT, GRE, TOEFL, and IELTS.

Transfer Credit

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

One- and Two-Year Program Options

One-Year MBA Option: Students with an undergraduate degree in business or a related field can complete the degree in one year. Their program consists of 11 or 12 three-credit courses and two one-credit courses: Professional Development Seminar and Written Communication Skills for Business.

Two-Year MBA Option: Students who do not have a degree in business or a related field can complete the degree in 15 to 24 months. Their program consists of up to 15 three-credit courses and two one-credit courses: Professional Development Seminar and Written Communication Skills for Business.

Students who have taken one or more courses equivalent to our Foundation courses do not need 17 courses to complete the program. The Program Director provides each student with a model roster upon acceptance. The model roster lists the courses needed for the MBA for each student.

The FTMBA Curriculum

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

MBA 590   Professional Development Seminar
MBA 592   Written Communication Skills for Business

Foundation

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

MBA 610   Applied Economic Analysis
MBA 615   Financial Accounting: A User Focus
MBA 630   Financial Markets

The following courses (three credits each) provide students with practical applications for business leaders in the areas of marketing, accounting, and financial management:

MBA 690   Creating Customers Through Effective Marketing Management
MBA 691   Managerial Accounting for Decision Making, Planning, and Control
MBA 692   Financial Performance: Control and Measurement
MBA 693   Business Analytics For Informed and Effective Decision Making

Specialization

All students select a specialization and are required to complete three 700-level courses in their specialization area. Students may select accounting, business systems and analytics, finance, management, marketing, or general business administration as their area of specialization.

Students who wish to design their own specialization select general business administration. One must choose any three courses in the 700 level of the program. 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.

MBA 811   Leadership: Theories and Skill Development
MBA 820   Information Technology for Decision Making
MBA 830   Financial Statement Analysis
MBA 840   Frameworks For Socially Responsible Decision Making

Topics include assessing and developing one's leadership skills, learning how to use technology for managing the vast array of information sources available, making appropriate decisions, and understanding how the financial outlook of an organization might be affected by such decisions.

Integrative Capstone

MBA 902   Competitive Strategy

Goals and Objectives

Master of Business Administration

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 styles 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 (e.g., management, shareholders, or creditors) to understand a firm's progress in maximizing its value to stakeholders.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Scholarships and Graduate Assistantships

Merit Scholarships: Students in the Full-time MBA program are awarded partial scholarships based on their GPA and GMAT scores. Scholarships range from $1,000 to $3,000 per term.

Beta Gamma Sigma Tuition Discount: Beta Gamma Sigma students from all AACSB institutions worldwide are eligible for a 25% tuition discount. Eligible students should contact the program director as soon as their application is submitted.

Sister Cities Scholarship Program: The La Salle University Sister Cities Scholarship Program provides academic merit scholarships to well-qualified students enrolled in La Salle's Full-time or One-Year MBA programs. Students from Philadelphia's Sister Cities listed below are encouraged to apply.

Douala, Cameroon

Florence, Italy

Frankfurt au Main, Germany

Incheon, Korea

Nizhny Novgorod, Russia

Tel Aviv, Israel

Tianjin, China

Torun, Poland

Partner Cities

Abruzzo Italy (the region)

Aix-en-Provence, France

Kobe Japan

La Salle offers three $5000 Sister Cities Scholarships each year, depending upon the student's academic qualifications. The scholarships are renewable for the second year of study for Full-time MBA students as long as the student maintains full-time status (12 or more credits per year) and has good academic standing (3.0 or better cumulative GPA). In order to qualify for these scholarships, a student must meet the admission standards for the Full-time MBA program.

Apply online by July 1, 2018 for fall 2018 admission.

Graduate Assistantships

A graduate assistantship for American and international students in the Full-time MBA program is available on a competitive basis. The assistantship is provided at one-half of the tuition for a maximum of three terms (fall, spring, and summer) for new students beginning the program in fall 2015. The graduate assistant will work for 15 hours per week during each term for the School of Business. Duties may include data gathering, data analysis, assistance with undergraduate lab classes, research, or other appropriate non-clerical assistance to the office of the Dean, the Graduate Director, or a faculty member.

Criteria for the assistantship are the following:

1. Overall GPA of 3.5

2. A GMAT score of 525 or GPA of 3.2 from a AACSB-accredited undergraduate institution

3. Interview in person or by phone with the Full-time MBA Faculty Committee

4. Professional experience

5. Completed online assistantship application form

6. Completed online admission application form and other required admission materials

Assistantship applications are due by Aug. 1.

Course Descriptions

The course descriptions for most of the courses offered in the Full-Time MBA are listed under the Part-Time MBA Program. The Courses specific to this program are MBA 590, MBA 592 and MBA 811. The descriptions for these courses are listed below:

MBA 590
PROFESSIONAL DEVELOPMENT SEMINAR
1 credit

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

MBA 592
WRITTEN COMMUNICATION SKILLS FOR BUSINESS
1 credit

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 811 (F)
LEADERSHIP: THEORIES AND SKILL DEVELOPMENT
3 credits

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.

Specialization

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

• Accounting

• Business Systems and Analytics

- Finance

- General Business Administration

- Management

- Marketing

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

ONE-YEAR MBA

Faculty

Dean: MarySheila McDonald, J.D.

Director, One-Year MBA Program: Elizabeth Scofield, MBA

Professors: Barenbaum, Borkowski, Jiang, Meisel, Schubert, Tavana, Van Buskirk

Associate Professors: Ambrose, Cooper, Chia, Szabat

Assistant Professors: Lafond, Radetskiy

Description of Program

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 finance and accounting. Students who elect to major in accounting must have an undergraduate degree in accounting. International and American students may receive partial scholarships awarded on merit. Work experience is not required.

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.

Applicants from AACSB accredited programs who have a minimum overall GPA of 3.2 or above will be granted a GMAT/GRE waiver. Beta Gamma Sigma students from all AACSB institutions worldwide are eligible for a 25% tuition discount. Eligible students should contact the program director as soon as their application is submitted.

The program is ideal for students who are preparing to meet the 150-hour CPA requirement. Students majoring in finance take the managerial track or CFA track. Our CFA track is designed around developing the skill set necessary to become a Chartered Financial Analyst.

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

Reasons to Choose Lasallian Business:

- Earn your MBA with a specialization in accounting or finance in one year.

- Join a program with a high rate of return on investment: exceptional placement rates.

- Participate in a career course, 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.

- Have the opportunity to participate in study tours in other countries with faculty.

Elizabeth Scofield, MBA
Director
215.951.1057
scofield@lasalle.edu

Program Structure

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

Program Curriculum

Investment Analysis Track (CFA) and the Managerial Finance Track

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

		Credits
Fall Semester		
MBA 613	Contract Law	1.0
MBA 691	Managerial Accounting for Decision Making, Planning, and Control	3.0
MBA 692	Financial Performance: Control and Measurement	3.0
MBA 696	Strategic Marketing	3.0
ACC 750	Tax Strategy	1.5
ACC 751	Tax Strategy for the Global Firm	0.5
FIN 754	Derivative Instruments	1.5
FIN 764	Portfolio Management	3.0
Intersession Online		
MBA 698	Global Business Concepts	1.5
Spring Semester		
MBA 590	Professional Development Seminar	1.0
MBA 713	Written Communications Skills for Business	1.0
FIN 746	Enterprise Risk Management (Managerial Track)	3.0
FIN 783	Financial Analysis Seminar (CFA Track)	3.0
MBA 811	Leadership: Theories and Skill Development	
MBA 820	IInformation Technology for Decision Making	3.0
MBA 830	Financial Statement Analysis	3.0
FIN XXX	Finance elective	3.0
Summer Semester		
MBA 840	Framework for Socially Responsible Decision Making	3.0
MBA 902	Competitive Strategy	3.0
FIN 767	Mergers and Acquisitions	3.0

Total MBA credits for Finance Track   42.5

Accounting Track

		Credits
Fall Semester		
MBA 692	Financial Performance: Control and Measurement	3.0
MBA 696	Strategic Marketing	1.5
ACC 750	Tax Strategy	1.5
ACC 770	Governmental and Non-Profit Accounting	1.5
ACC 751	Tax Strategy for the Global Firm	0.5
ACC 755	Advanced Tax Strategy for Accountants	1.5
ACC 749	Current Issues in Accounting	1.5
FIN 754	Derivative Instruments	1.5
Intersession Online		
MBA 698	Global Business Concepts	1.5
Spring Semester		
MBA 611	Professional Development Seminar	1.0
MKT 771	Services Marketing	1.5
MBA 811	Leadership: Theories and Skill Development	
MBA 820	Information Technology for Decision Making	3.0
MBA 830	Financial Statement Analysis	3.0
ACC 740	Accounting for Derivative Instruments	1.5
FIN 785	Travel Study (optional)	3.0
	This course is not required for graduation.	
Summer Semester		
ACC 782	AIS and ERP Systems Accounting	3.0
MBA 840	Frameworks for Socially Responsible Decision Making	
MBA 902	Competitive Strategy	3.0
Total MBA credits for One Year MBA Accounting		36/39

Goals and Objectives

Master of Business Administration

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 styles 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 (e.g., management, shareholders, or creditors) to understand a firm's progress in maximizing its value to stakeholders.

Tuition and Fees

Online Application: Free

The program has a single comprehensive price of $39,900 for students who do not require the Pre-MBA courses.

Students who require the Pre-MBA courses will be charged $1,000 per credit for the courses they require, plus the General University Fee of $135, and the Technology fee of $150 if they enroll in 3-4 courses or $50 if they enroll in 1-2 courses. Students will be billed for the pre-MBA courses during the semester they are taken, separately from their fall invoice.

Scholarships and Graduate Assistantships

Merit Scholarships: Merit Scholarships: Students in the One-Year MBA program are awarded partial scholarships based on their GPA and GMAT scores. Scholarships range from $3,000 to $5,000 per year.

BGS Scholarships: Beta Gamma Sigma students from all AACSB institutions worldwide are eligible for a 25% tuition discount. Eligible students should contact the program director as soon as their application is submitted.

Sister Cities Scholarship Program: The La Salle University Sister Cities Scholarship Program provides academic merit scholarships to well-qualified students enrolled in La Salle's Full-time or One-Year MBA programs. Students from Philadelphia's Sister Cities listed below are encouraged to apply:

Douala, Cameroon

Florence, Italy

Frankfurt am Main, Germany

Incheon, Korea

Nizhny Novgorod, Russia

Tel Aviv, Israel

Tianjin, China

Torun, Poland

Partner Cities

Abruzzo, Italy (the region)

Aix-en-Provence, France

Kobe Japan

La Salle offers three $5000 Sister Cities Scholarships each year, depending upon the student's academic qualifications. The scholarships are renewable

for the second year of study for Full-time MBA students as long as the student maintains full-time status (12 or more credits per year) and has good academic standing (3.0 or better cumulative GPA). In order to qualify for these scholarships, a student must meet the admission standards for the One-Year MBA program.

Apply online by July 1, 2018, for fall 2018 admission.

Admission

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

Application Procedures and Deadlines

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

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

1. Online Application

2. Test scores from the Graduate Management Admission Test (GMAT), or the Graduate Record Exam (GRE). [La Salle's school code for reporting scores from the GMAT is 548-KK-38. La Salle's school code for reporting scores from the GRE is 2363.] The University does not accept scores directly from students.

3. Official transcripts from all institutions previously attended.

International Students

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

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

2. Have their academic credentials from foreign institutions evaluated by World Education Services (WES.org) or a similar organization.

3. Once accepted, submit a Statement of Financial Responsibility Form, which may be obtained from the Multicultural and International Center at La Salle University

All documents should be submitted to the following:

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

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

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

Selection Criteria

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

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

Graduate Management Admission Test (GMAT)

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

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

Waiver of the GMAT Requirement

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

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

TOEFL and IELTS

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

Conditional Admission

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

International students are eligible for conditional admission; however, all their conditions must be met before an I-20 can be issued. Conditional Admission can be offered for the GMAT, GRE, TOEFL, and IELTS.

Transfer Credit

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

Course Descriptions

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

One-Year MBA Course Descriptions

MBA 590 (S)
PROFESSIONAL DEVELOPMENT SEMINAR
1.0 credit

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

MBA 613 (F)
CONTRACT LAW
1.0 credit

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

MBA 691 (F)
MANAGERIAL ACCOUNTING FOR DECISION MAKING, PLANNING, AND CONTROL
3 credits

This course focuses on the firm's management accounting system as its primary information system. It examines the problems of cost measurement, planning, coordination, control, and 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 and cases.

MBA 692 (F)
FINANCIAL PERFORMANCE CONTROL AND MEASUREMENT
3 credits

This is a survey course focusing on how managers can construct a decision-making process that maximizes the value of the firm. Because the majority of financial decisions require an estimate of future events, 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.

MBA 696 (F)
STRATEGIC MARKETING
1.5 credits

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

MBA 698 (Intersession)
GLOBAL BUSINESS CONCEPTS
1.5 credits

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

MBA 713 (S)
WRITTEN COMMUNICATION SKILLS FOR BUSINESS
1 credit

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 811
LEADERSHIP: THEORIES AND SKILL DEVELPMENT
1.5 credits

This course reviews major leaderhhip 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 (S)
INFORMATION TECHNOLOGY FOR DECISION MAKING
1.5 credits

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.

MBA 830 (S)
FINANCIAL STATEMENT ANALYSIS
1.5 credits

This course integrates the areas of finance and accounting and is designed to provide students with the ability to analyze financial statements, understand the incentives of companies to "manage" earnings through their choices of accounting methods, understand the limitations to the usefulness of financial statements, and understand the value of financial statements in decision-making from the perspective of investors, creditors and management.

MBA 840 (SU)
FRAMEWORKS FOR SOCIALLY RESPONSIBLE DECISION MAKING
3 credits

This course is designed to explore the complex ethical, legal, cultural, political, social and economic issues confronting individuals, groups, and organizations. We will us various models and theories to develop critical

thinking and problem-solving skills to address the issues of a diverse set of organizational stakeholders.

MBA 902 (SU)
COMPETITIVE STRATEGY
3 credits

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.

ACC 740 (F)
ACCOUNTING FOR DERIVITIVE INSTRUMENTS
1.5 credits

This course provides a framework to understand the accounting issues related to derivatives and hedging. The focus is on common derivative types including futures, swaps, forwards, and options.
Prerequisites: ACC 706 (Advanced Accounting) or the undergraduate equivalent ACC 405

ACC 749 (F)
CURRENT ISSUES IN ACCOUNTING
1.5 credits

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

ACC 750 (F)
TAX STRATEGY
1.5 credits

This course is designed to review the choice of entities that exist and to develop a basic understanding of the parameters surrounding those entities.
Co-requisite: MBA 691

ACC 751 (F)
TAX STRATEGY FOR THE GLOBAL FIRM
0.5 credits

This course provides an introduction to transfer pricing and its related tax issues. The focus is the effect of a transnational corporation's transfer pricing practices on its risk of tax audits, corporate profits, and managerial performance evaluation.
Prerequisites: MBA 698, ACC 750. Co-requisites: MBA 691, MBA 692

ACC 755 (F)
ADVANCED TAX STRATEGY FOR ACCOUNTANTS
1.5 credits

This course is designed to review the formation, operation, and structuring of various business entities.
Prerequisite: ACC 750 Tax Strategy

ACC 770 (F)
GOVERNMENTAL AND NON-PROFIT ACCOUNTING
1.5 credits

This course provides an introduction to, and understanding of, accounting and reporting for government and non-profit organizations. It includes a discussion of, and technical practice with, specific issues encountered by these entities. Such exposure allows students to minimize audit and enterprise risk when dealing with such entities in practice. Students will have hands-on assignments using actual U.S. county comprehensive accounting financial reports (CAFRs), current U.S. Federal Government and IRS reports, and a public university's financial statements

FIN 746 (S)
ENTERPRISE RISK MANAGEMENT
1.5 credits

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, postloss investment, contingent capital, finite risk reinsurance, and insurance-linked securities. Emphasized throughout the course is that managing risk effectively is essential to corporate value, success, and survival.

FIN 754 (F)
DERIVATIVE INSTRUMENTS
1.5 credits

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

FIN 764 (F)
DERIVATIVE INSTRUMENTS
3 credits

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

FIN 767 (SU)
MERGERS AND ACQUISITIONS
3 credits

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

FIN 783 (S)
FINANCIAL ANALYSIS SEMINAR (INVESTMENT ANALYSIS TRACK: CFA
3 credits

This seminar is an integrative course that links corporate finance, financial statement analysis and investment analysis. Students taking the course will be prepared to take the CFA I exam (Chartered Financial Analyst).

MKT 771 (S)+
SERVICES MARKETING
1.5 credits

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

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

The underlying theme of the course is that management issues in services are often different from those in manufacturing, and this has important implications for marketing strategy and implementation. This theme will be developed through a series of lectures, videos, class discussions, and both individual and group exercises.
Prerequisite: MBA 696

MASTER OF SCIENCE IN COMPUTER INFORMATION SCIENCE

Faculty

Program Director: Margaret McCoey, M.S.

Professors: Longo

Associate Professors: Blum, Highley, Kirsch, Redmond

Assistant Professors: McCoey, Turk, Wang

Lecturers: Cerenzio, Henry, McManus, Monaghan, Wacey, Wray

Description of the Program

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; analysis of network security standards and policies and policy implementation.

The M.S. Computer Information Science program is offered in an online format. The courses use synchronous tools and learning management systems. The delivery format aims to achieve a time balance for the adult student.

Margaret McCoey, M.S.
Director
215.951.1136
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www.lasalle.edu/cis

If you have any questions regarding the Computer Information Science program, please contact: gradcis@lasalle.edu

Mission

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

Program Goals

The MS Computer Information Science program provides students with a structured study of applied technical solutions to real-world problems. The program emphasizes the need to understand the program from definition, through implementation and review. The program uses real-world cases that develop problem solving techniques through the software engineering methodologies. The students also learn to manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation and user-testing. The curriculum emphasizes group interaction and problem solving skills through iterative processes and project management from problem definition through solution deployment.

The goals of the program's core are:

• project management;

• problem analysis;

• solution design, implementation, testing, and review.

The program emphasizes group work, presentation skills.

Student Learning Outcomes

The M.S. Computer Information Science program provides students with a structured study of applied technical solutions to real-world problems. At the completion of this program, the student will be able to do the following:

• Understand a program from definition through implementation and review.

• Use problem solving techniques through software engineering methodologies in real-world cases.

• Manage the problem solution through the gathering of requirements, problem refinement, design modeling, implementation, and user-testing.

• Use problem solving techniques and skills to analyze, design, and develop project solutions through iterative processes and project management from requirements gathering through deployment.

• Demonstrate group work, presentation skills, and collaboration through the use of technology.

Admission Requirements

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

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. A minimum undergraduate GPA of 3.0 will normally be required.

3. Provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. For studies completed outside the United States, La Salle University requires that you send your transcripts/marksheets to the World Education Service (www.wes.org) or similar credential evaluation service for a course-by-course evaluation. The agency should then directly send the evaluation to the Admission office. A third-party evaluation of your transcript/marksheets

is required to process the application. La Salle reserves the right to determine if the third-party agency meets our criteria.

4. Provide a professional resume addressing one's educational and professional background.

5. Provide two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.

6. Attend an interview with member(s) of the Admission Committee. These are typically telephone interviews.

7. Provide evidence of an appropriate background in computer science or a related discipline, or other equivalent training. On the basis of admission credentials, students may be required to complete some foundation courses.

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

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

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

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

All documents should be sent to the following:

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference Section of this catalog.

Tuition Assistance

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

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

Progression through the Program

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

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

Students take a maximum of three foundation courses (as specified by the Admission Committee), six core courses, three electives, and a capstone project.

Keep Exploring Program

Graduates of the M.S. CIS program can participate in the Keep Exploring Program. This program provides the opportunity for graduates to extend or refresh their skills and knowledge by taking three additional CIS or INL courses on a space-available basis for free. Details and conditions can be found on the program's Web site www.lasalle.edu/gradcis

Curriculum

Students complete at least 10 courses, six courses in the core competencies, three elective courses, and a capstone project to integrate all course work. Students may also be required to take Foundation Courses, based on their background.

Foundation Courses

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

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

Core Courses

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

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

Electives

Students are required to complete three electives.

CIS 612 Ethics, Issues, and Government Regulations
CIS 624 Data Warehouses
CIS 626 Web Services Development
CIS 627 Web Database Services Development
CIS 646 Collaboration Technologies
CIS 658 Data Mining
CIS 67x Special Topics in Computer Information Science
INL 631 Technology Architectures
INL 644 Information Security
INL 653 Web Services and Solutions

INL 665   Computer Digital Forensics
or courses approved by program director.

Capstone Experience

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

CIS 685   CIS Capstone

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

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

Course Descriptions

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

CIS 501
INTRODUCTION TO PROGRAMMING
3 credits

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

CIS 523
DATA PROCESSING AND DATABASE MANAGEMENT
3 credits

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

CIS 540
NETWORK THEORY
3 credits

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

CIS 612
ETHICS, ISSUES, AND GOVERNMENT REGULATIONS
3 credits

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

CIS 613
SOFTWARE ENGINEERING
3 credits

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

CIS 615
PROJECT MANAGEMENT
3 credits

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

CIS 617
SOFTWARE PROJECT DEVELOPMENT
3 credits

This 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 621
CLIENT INTERFACE DEVELOPMENT
3 credits

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

JavaScript. This course may be waived if the student has prior experience in client interface development.

CIS 623
DATABASE SERVICES DEVELOPMENT USING MICROSOFT TOOLS
3 credits

This course encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; use of components, including COM Class Libraries and .NET Framework; development of database applications using VB.NET and ASP.NET; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. It also considers privacy of data and data protection on servers.
Prerequisite: CIS 523, CIS 622

CIS 624
DATA WAREHOUSES
3 credits

This course covers the use of large-scale data stores to support decision making; critical success factors in designing and implementing a data warehouse and management of a data warehouse project; requirements analysis; design using the star schema; entire data warehouse integration; infrastructure needs; data staging process, including data cleansing and transformation; and data access, including On-line Analytic Processing (OLAP) tools. Also considered are introduction to data mining and analysis, evaluation, and selection of data warehousing tools, techniques, and methodologies.
Prerequisite: CIS 523

CIS 626
WEB SERVICES DEVELOPMENT
3 credits

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

CIS 627
WEB DATABASE SERVICES DEVELOPMENT
3 credits

This course is an extension to CIS 623. It encompasses programming models that support database access, including ADO.NET. It covers client/server and multitiered architectures; development of database applications; Internet and intranet database design and implementation; database-driven Web sites; and use of XML syntax related to databases. Examples of the possible tool sets for this tool set are PHP and mySQL on either a Linux or Windows server. The course also considers privacy of data and data protection on servers.
Prerequisite: CIS 523, CIS 622, or CIS 626.

CIS 629
MOBILE DEVELOPMENT
3 credits

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

CIS 658
DATA MINING
3 credits

This course introduces the field of data mining, with specific emphasis on its use for Machine Learning algorithms. Techniques covered may include conceptual clustering, learning decision rules and decision trees, case-based reasoning, Bayesian analysis, genetic algorithms, and neural networks. The course covers data preparation and analysis of results. Skills in Microsoft Excel are useful.
Prerequisite: CIS 523

CIS 670-679
SPECIAL TOPICS IN COMPUTER INFORMATION SCIENCE
3 credits

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

CIS 685 (Every semester as needed)
CIS CAPSTONE
3 credits

Students will design and implement a project related to computer Information science for use by an external organization or department. The student is mentored by a faculty member, and his or her project proposal must be approved by the graduate director and the faculty member supervising the project. The project design will use a software engineering approach in place for its organization. The goal of the capstone is to use the analysis, design, management, and maintenance techniques to solve the organization's problem. To complete the capstone project, the student must prepare and submit a paper or report on the project and the solution, provide an oral presentation, and provide and submit the software components for the solution.
Prerequisite: All Core courses

MASTER'S PROGRAMS IN COUNSELING AND FAMILY THERAPY

Faculty

Director of Counseling and Family Therapy Master's Programs: Donna Tonrey, Psy.D.

Associate Professors: Cardaciotto, McClure, Montague, Moon, Wilson

Assistant Professors: Jacob, Phipps, Sude, Tonrey

Associate Clinical Faculty: Cosby, Hannigan, Selm

Lecturers: Albert, Boyll, Cicippio, Cos, DiNardo, Erb, Evans-Weaver, James, Maida, Martinez, Moriconi, May, Rodriguez, Saraga, Unikel

Professor *Emeritus*: Rooney

Description of the Programs

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

- Master of Arts in Marriage and Family Therapy
- Master of Arts in Professional Clinical Counseling
- Master of Arts in Industrial/Organizational Psychology

Social and Individual Studies in Human Behavior: Students earn an academic Master of Arts degree in Social and Individual Studies in Human Behavior when recommended for this degree by the director and faculty

Marriage and Family Therapy (MFT) Master's Degree Program

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.

Professional Clinical Counseling (PCC) Master's Degree Program

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.

Industrial/Organizational Psychology (IOP) Master's Degree Program

Students earning a Master of Arts degree in Industrial/Organizational Psychology are trained to deal with many organizational issues requiring unique set of knowledge and skills such as selection, performance appraisal and training. Our program meets the guidelines of the Society for Industrial and Organizational Psychology (SIOP).

MFT, PCC and IOP Programs 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, PCC amd I/O programs 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 MFT, PCC and IOP curricula.

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If you have any questions regarding any of the Counseling and Family Therapy programs, please contact: cftma@lasalle.edu

Mission Statements

Marriage and Family Therapy Program Mission

In keeping with this Lasallian tradition, the Marriage and Family Therapy Program strives to prepare professionals with the abilities and competencies requisite for the practice of marriage and family therapy. The curriculum emphasizes a conceptualization of the role of an individual in primary relationships, such as 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.

Professional Clinical Counseling Program Mission

In keeping with this Lasallian tradition, the Professional Clinical Counseling Program strives to prepare professionals with the abilities and competencies requisite for the practice of mental health counseling. The curriculum emphasizes a conceptualization of the role of the counselor and what is needed to acquire the knowledge and skills necessary to practice effectively and ethically. Students are provided with coursework and clinical experiences, which encourages them to examine the complex interplay of all forces (scientific, interpersonal, 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.

Industrial/Organizational (I/O) Psychology Program Mission

In keeping with this La Sallian tradition, the Industrial/Organizational Psychology Program strives to prepare professionals with the abilities and competencies requisite to deal with many organizational issues which require a unique set of knowledge and skills. Included in this are selection, performance appraisal and training. The curriculum emphasizes an understanding of the fundamentals of the structure and processes of business organizations. The program emphasizes an integration of counseling theory, statistics, research, and measurement into a business or organizational setting. The goal is to prepare students who will competently develop and implement comprehensive interventions and examine the complex interpaly of scientific and interpersonal which coexist with and exert influence on an organizaitonal system.

Program Goals

Marriage and Family Therapy Program Instructional Goals

The goals of this program are to:

1. Graduate students with 60 credit hours of appropriate coursework typically completed within four years;

2. Prepare students for employment utilizing marriage and family therapy and systems skills in the mental health field;

3. Meet the educational requirements for licensure as Marriage and Family Therapists in Pennsylvania, New Jersey, and Delaware;

4. Work satisfactorily with diverse populations and therapeutic settings;

5. Develop competencies as Marriage and Family Therapy professionals.

Marriage and Family Therapy Program Faculty Goals

Faculty will:

1. Demonstrate sensitivity for diversity within the coursework;

2. Incorporate clinical experience, marriage and family therapy literature and research in their teaching;

3. Incorporate COAMFTE Core Competencies and ethical practice in their teaching;

4. Participate in professional development in the Marriage and Family Therapy field or field related to mental health;

5. Participate in scholarly activities within the MFT program, department, university and community.

Professional Clinical Counseling Program Instructional Goals

The goals of this program are to:

1. Graduate students with 60 credit hours of appropriate coursework typically completed within four years;

2. Prepare students for employment utilizing Counseling skills in the mental health field;

3. Meet the educational requirements for licensure as Counselors in Pennsylvania, New Jersey, and Delaware;

4. Work satisfactorily with diverse populations and therapeutic settings;

5. Develop competencies as Counseling professionals.

Professional Clinical Counseling Program Faculty Goals

Faculty will:

1. Demonstrate sensitivity for diversity within the coursework;

2. Incorporate clinical experience, Counseling literature and research in their teaching;

3. Incorporate CACREP Core Curricular Standards and ethical practice in their teaching;

4. Participate in professional development in the Counseling field or field related to Counseling;

5. Participate in scholarly activities within the PCC program, department, university and community.

Industrial/Organizational Psychology Program Instructional Goals

The goals of this program are to:

1. Graduate students with 48 credit hours of appropriate coursework typically completed within 3 years;

2. Prepare students for employment in business organizations, consulting firms, or mental health settings as administrators;

3. Meet the educational guidelines of the Society for Industrial and Organizational Psychology (SIOP);

4. Work satisfactorily with diverse populations and business settings;

5. Develop as competent I/O professionals.

Faculty Goals of the Program

Faculty will:

1. Demonstrate sensitivity for diversity within the coursework;

2. Incorporate business experience, IO literature and research in their teaching;

3. Train students to deal with a variety of organizational issues.

4. Participate in scholarly activities within the IOP program, department, university and community.

Student Learning Outcomes

Marriage and Family Therapy Program

At the completion of this program, the student will be able to do the following:

1. Use an ethical approach with developmental, and cultural sensitivity.

2. Use MFT/systems theories to guide case conceptualization, treatment planning, & clinical practice.

3. Utilize appropriate systemic techniques and interventions to maintain collaborative relationships with clients.

4. Demonstrate the ability to assess and diagnose in their clinical practice.

5. Demonstrate the ability to critically evaluate research relevant to their clinical practice.

6. Develop professional identities as marriage and family therapists.

7. Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

Professional Clinical Counseling Program

At the completion of this program, the student will be able to do the following:

1. Use an ethical approach with developmental, and cultural sensitivity.

2. Use counseling theories to guide case conceptualization, treatment planning, & clinical practice.

3. Utilize appropriate counseling techniques and interventions to maintain collaborative relationships with clients.

4. Demonstrate the ability to assess and diagnose in their clinical practice.

5. Demonstrate the ability to critically evaluate research relevant to their clinical practice.

6. Develop professional identities as counselors.

7. Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

IOP Psychology Program Student Learning Outcomes

At the completion of this program, the student will be able to do the following:

1. Use an ethical approach with cultural sensitivity.

2. Demonstrate knowledge of current and traditional I/O approaches.

3. Utilize appropriate interventions in selection.

4. Demonstrate and ability to assess individuals.

5. Demonstrate an understanding of I/O literature, research, ethical and legal standards.

6. Develop professional identities as I/O professionals.

7. Demonstrate an understanding of oneself and professional maturity in their approach to responsibilities.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at lasalle.edu/grad/

2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education with a minimum of 9-12 hours in psychology, counseling, or marriage and family studies and a minimum GPA of 3.0.

   - For Marriage and Family Therapy Program: credit hours should be in psychology, marriage and family studies, or counseling.

   - For the Professional Clinical Counseling Program and the Industrial/Organizational Psychology Program: credit hours should be in psychology or counseling, including courses in general psychology, statistics, and research method.

3. Provide official transcripts from all academic institutions attended.

4. Obtain and submit acceptable scores in the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Arrangements to take the MAT may be made with the Counseling Center of La Salle University. Information on GRE scheduling is also available from the Counseling Center. (Note: This requirement is waived if the applicant already possesses a master's degree in any field. It may be waived if the applicant has a cumulative GPA of 3.5 or higher.)

5. Provide a Professional résumé.

   - Preference is given to applicants with two or more years of work experience, paid or as a volunteer.

   - A maximum of nine hours of transfer credits (for courses that are equivilant to our program courses) may be granted for graduate work taken at another institution. No skills courses credits can be transferred into our program.

6. Provide three letters of recommendation. These should include one from a college professor who can assess the applicant's academic qualifications and abilities as well as one from a supervisor (if the applicant is in or has worked in the field) who can assess the candidate's professional qualifications, abilities, and motivation for enrolling in this program. If it has been several years since the applicant graduated, three letters from supervisors or professionals is acceptable.

7. Provide a personal statement. Applicants should include what professionalism means to them with regard to their becoming a mental health clinician and/or a industrial/organizational professional. In addition, applicants should include some information about themselves, their intentions concerning their academic and career paths, why they chose the La Salle master's program, expectations of the program, what they will contribute to the program, and what they believe they will eventually contribute to the mental health field or the industrial/organizational field.

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

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

Progression Through the Program

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

The Marriage and Family Therapy and the Professional Clinical Counseling degrees are both 60 credits, as specified in the curriculum section.

Industrial/ Organizational Psychology is 48 credits.

- 15-21 credits—Theories and processes in Marriage and Family Therapy, Professional Clinical Counseling, or Industrial Organizational Psychology

- 15-27 credits—Advanced training in specific approaches in each degree program

- 12 credits—Supervised practical training through practicum, internships, case seminar, and professional seminar for Marriage and Family Therapy or Professional Clinical Counseling

- 6 credits for IOP students in practical training through internship or completing a thesis.

Preparation for Licensure

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

The I/O Psychology degree (48 credits) does not prepare students for licensure being there is no IOP license.

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.

Marriage and Family Therapy students preparing for licensing complete four semesters of Internship (PCMF 680/681/682/683) of at least 700 clock hours, 500 of which need to be direct client hours—the usual clinical internship placement involves 12 to 15 hours per week of on-site service. While engaged in the internship, students also attend Professional Seminar (PCMF 690/691/692/693).

Professional Clinical Counseling students preparing for licensing complete a one-semester practicum (PCC 660) of at least 100 clock hours, 40 of which are direct client hours—the usual practicum placement requires eight to nine hours per week. While engaged in the practicum, students

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

The I/O Psychology students complete an internship or a thesis.

Internship is PCC 685/686, which is over two consecutive semesters and at least 400 clock hours—the usual non-clinical internship involves 12 to 15 hours per week in a business setting. While engaged in the internship, students also attend Professional Seminar (695/696).

Thesis is PCC 688/689, which is over two consecutive semesters. Students will conduct their own research project under the supervision of a faculty advisor.

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.

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

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

For the I/O Psychology degree, courses are offered at the Main Campus. Students may have the opportunity to take electives at all three campuses.

Curriculum

Professional Clinical Counseling

Master's Degree Program
(60 Credit Hours)   Credits

Required Courses

PCMF 500	Counseling & Psychotherapy: Theories and Interventions	3
PCC 501	Professional Orientation and Ethical Practice of Counseling*	3
PCC/PCMF 502	Counseling Laboratory I*	3
PCMF 503	Psychopathology	3
PCMF 504	Human Behavior: A Developmental Perspective*	3
PCMF 505	Systems, Systemic Thinking, and Ethics	3
PCMF 506	Basic Principles of Research Design, Statistics, Program Development and Evaluation*	3
PCC 509	Psychological Assessment I: Assessment in Clinical and Career Counseling*	3
PCC 511	Practice and Concepts of Clinical Mental Health Counseling	3
PCC 512	Addictions Counseling	3
PCC 601	Grief, Loss, and Trauma Counseling	3
PCC/PCMF 602	Advanced Counseling Laboratory	3
PCC 612	Group Processes in Counseling and Psychotherapy*	3
PCMF 619	Multicultural Counseling & Therapy*	3
PCC 644	Career Counseling*	3
PCC 660	Counseling Practicum*	2
PCC 661	Professional/Case Practicum Seminar	1
PCC 680	Internship I*	2
PCC 681	Internship II*	2
PCC 682	Internship III*	2
PCC/PCMF 690	Professional Seminar I	1
PCC/PCMF 691	Professional Seminar II	1
PCC/PCMF 692	Professional Seminar III	1

Total 57

*Required for NBCC Licensure Examination

Additional 3 credit hours required to meet 60 credits

Choose one of the following:

PCC 607	Graduate Research	3
PCC 608	Therapeutic Approaches for Children and Adolescents	3
PCC 610	Cognitive-Behavioral Approaches in Counseling	3
PCC 611	Insight-Oriented Approaches in Counseling and Psychotherapy	3

Marriage and Family Therapy Degree Program

Master's Degree Program
(60 Credit Hours)   Credits

Required Courses

PCMF 500	Introduction to Counseling and Psychotherapy		3
PCMF 502	Counseling Lab I		3
PCMF 503	Psychopathology		3
PCMF 504	Human Behavior: A Developmental Perspective		3
PCMF 505	Systems, Systemic Thinking and Ethics (F/TR)		3
PCMF 506	Basic Principles of Research and Design		3
PCMF 602	Advanced Counseling Lab (F/TP)		3
PCMF 603	Human Sexuality		3
PCMF 608	Therapeutic Approaches for Children and Adolescents (F/TP)		3
PCMF 614	Working with Families (F/TP)		3
PCMF 616	Contextaul Family Therapy (F/TP)		3
PCMF 619	Multicultural Counseling and Therapy		3
PCMF 624	Marital and Couples' Therapy (F/TP)		3
PCMF 628	Understanding Relationships (F/TR)		3
PCMF 634	Addictions & the Family (F/TR)		3
PCMF 680/81/82/83		Internship	6
PCMF 690/91/92/93		Professional Seminar	3

Total 57

F/TR = Family Theory

F/TP = Family Therapy

Additional 3 credit hours required to meet 60 credits

Choose one of the following:

PCMF 607	Graduate Research	3
PCMF 601	Grief, Loss and Trauma Counseling	3
PCMF 645	Emotional, Behavioral, and Neuro-Developmental Disorders of Childhood	3
PCMF 646	Sex Therapy	3
PCMF 647	Motivational Interviewing	3

Total 3 credits

Industrial/Organizational Psychology

Master's Degree Program

(48 Credit Hours) Credits		
PCC 507	Advanced Statistics	3
PCC 508	Cognition and Learning	3
PCC 509	Assessment in Clinical and Career Counseling	3
PCC 510	Advanced Research Methods	3
PCC 513	Advanced Social Psychology	3
PCC 533	Advanced I/O Psychology	3
PCC 635	Measurement of Individual Differences	3
PCC 659	Selection/Performance Appraisal	3
MGT 736	Organizational Design	3
MGT 769	Human Resources Development (Training)	3
PCC 685/686*	Internship	
PCC 695/696	Professional Seminar	9

*The Professional Seminar is taken in conjunction with the Internship

OR

688/689	Thesis	

Total 39

Additional 9 credit hours required to meet 48 credits

Choose three of the following:

PCC 500	Introduction to Counseling and Psychotherapy	3
PCC 512	Addictions Counseling	3
PCC 644	Career Counseling	3
MBA 810	Self-Assessment in Leadership	3
MGT 744	Power and Influence	3
MGT 752	Management Skills Lab	3
MGT 760	Human Resource Management	3
MGT 775	Irrational Decision Making	3
MGT 780	Managing Effective Teams	3

Course Descriptions

PCMF 500
INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY: THEORIES AND INTERVENTIONS.
2 credits/Core Competency

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
3 credits/Core Competency

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/PCMF 502
COUNSELING LABORATORY I
3 credits/Core Competency

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.

PCMF 503
PSYCHOPATHOLOGY
3 credits/Core Competency

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
3 credits/Core Competency

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 THINKING, AND ETHICS
3 credits/Concentration Option, Core Competency

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. Personal safety concerns for the marriage and family therapist is discussed and covered.

PCMF 506
BASIC PRINCIPLES OF RESEARCH DESIGN, STATISTICS, PROGRAM DEVELOPMENT, AND EVALUATION
3 credits/Core Competency

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 507
ADVANCED STATISTICS
3 credits/Core Competency

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
3 credits/Core Competency

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

PCC 509
PSYCHOLOGICAL ASSESSMENT I: ASSESSMENT IN CLINICAL AND CAREER COUNSELING
3 credits/Core Competency

This course addresses the basic concepts in the construction, selection, administration, scoring, and interpretation of assessment procedures commonly used in psychology. It uses major reference works for selecting and evaluating assessment procedures and includes supervised experience in selecting, administering, scoring, and interpreting assessment procedures and experience with computer-assisted testing.
Prerequisite: PCMF 506. (PCC students); PCC 507 (IOP students).

PCC 510
ADVANCED RESEARCH METHODS
3 credits/Core Competency

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 establish relationships between variables, psychometric issues, formulation of research-based conclusions, factor analysis, meta-analysis and structural equation modeling.
Prerequisite: PCMF 507.

PCC 511
PRACTICE AND CONCEPTS OF CLINICAL MENTAL HEALTH COUNSELING
3 credits/Core Competency

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 professional counselors. This will include reviews of the profession, professional identity, management of programs, and ethics; as well as teaching students how to advocate for clients; develop and review programs; understand, assess, and manage emergencies and crises.

PCC 512
ADDICTIONS COUNSELING
3 credits/Core Competency,

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

PCC 513
ADVANCED SOCIAL PSYCHOLOGY
3 credits/Core Competency,

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 533 Main: Fall
ADVANCED I/O PSYCHOLOGY
3 credits/Core Competency, Core Concentration

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/PCMF 570
STATISTICS AND RESEARCH METHODS
3 credits

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/PCMF 574
INTRODUCTION TO GRADUATE RESEARCH AND WRITING
3 credits

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 601
GRIEF, LOSS AND TRAUMA COUNSELING
3 credits/Core Competency

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-requistites: PCMF 500 and PCC/PCMF 502.

PCC/PCMF 602
ADVANCED COUNSELING LABORATORY
3 credits/Core Competency

This course builds on the basic skills practiced and developed in the first counseling laboratory—PCC/PCMF 502. It provides the student with an intermediate experience and opportunity (prior to field placement) to develop a range of additional counseling skills and strategies, with particular attention given to distinguishing between the content and the process of therapy. While it emphasizes those skills and techniques common to many, if not most, approaches, it also highlights those emphasized and represented in the respective concentrations of the program. Students are assigned to sections of this course according to their concentration. Case conceptualization, treatment planning, and progress notes will be covered. Personal safety concerns for the counselor/therapist is discussed and covered.
Prerequisite: PCC/PCMF 502
Prerequisite for MFT Students: PCMF 505
Prerequisite for PCC Students: PCC 501

PCMF 603
HUMAN SEXUALITY
3 credits/Core Competency

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

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

PCC/PCMF 607
GRADUATE RESEARCH
3 credits–elective

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.
Prerequisite: PCMF 506.

PCMF 608
THERAPEUTIC APPROACHES FOR CHILDREN AND ADOLESCENTS
3 credits/Core Competency, Core Concentration

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

PCC 610
COGNITIVE-BEHAVIORAL APPROACHES IN COUNSELING
3 credits/Concentration Option, Elective

This is a clinical skills course with a focus on the initial problems addressed in the process of therapeutic intervention, namely the self-regulation of thoughts, feelings, and actions. Training is in a broadly conceived cognitive behavior therapy that includes a variety of specific intervention strategies designed to address problems of self-regulation.
Prerequisites: PCC/PCMF 500 and PCC/PCMF 502

PCC 611
INSIGHT-ORIENTED APPROACHES IN COUNSELING AND PSYCHOTHERAPY
3 credits/Elective

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: PCMF 500.

PCC 612
GROUP PROCESSES IN COUNSELING AND PSYCHOTHERAPY
3 credits/Core Competency

This course combines experiential and didactic approaches. The student learns the major theoretical approaches to group counseling and psychotherapy and also participates in group counseling sessions on issues presented by the classroom group. This will illustrate the dynamics of groups and lead to the acquisition of skills needed to assist in the resolution of behavioral problems.
Prerequisites: PCMF 500 and PCC/PCMF 502.

PCMF 614
WORKING WITH FAMILIES
3 credits/Core Competency

This course covers the basic principles, techniques, applications, uses, and contra indicators of the major family therapy systems models. Specifically, the intersystems interface among intrapsychic, interpersonal, and family systems dynamics is addressed. Assessment techniques and intervention rationales are covered along with the role of the therapist and the therapist as person. The concepts of family-of-origin, family functioning, structure, strength, and narratives will be studied through an experiential and didactic approach. Application of theory and research to practice is discussed.
Prerequisite: PCMF 505.

PCMF 616
CONTEXTUAL FAMILY THERAPY
3 credits/Core Competency, Core Concentration

This course provides an exploration of the convictions, concepts, strategies, and techniques of contextual therapy, a resource-oriented, trust-based modality of healing interventions for individuals, couples, and families.
Prerequisite: PCMF 505.

PCMF 619
MULTICULTURAL COUNSELING AND THERAPY
3 credits/Core Competency

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 AND COUPLES THERAPY
3 credits/Core Competency

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 628
UNDERSTANDING RELATIONSHIPS
3 credits/Core Competency

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 634
ADDICTIONS AND THE FAMILY
3 credits/Core Competency

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 635
MEASUREMENT OF INDIVIDUAL DIFFERENCES
3 credits/Core Competency

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.
Pre-requisites: PCC 507 and PCC 533.

PCMF 636
WORK MOTIVATION/ATTITUDE
3 credits/Core Competency

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.
Pre-requisite: PCC 507 and PCC 533.

PCC 644
CAREER COUNSELING
3 credits/Core Competency

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: PCMF 500 and PCMF 506.

PCMF 645
EMOTIONAL, BEHAVIORAL, AND NEURO-DEVELOPMENTAL DISORDERS OF CHILDHOOD
3 credits/Elective

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

PCMF 646
SEX THERAPY
3 credits/Elective

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

in life stages, and sexual dysfunctions and treatment will be addressed. Models of sexual response, general theories of sex therapy, and modes of sex therapy will also be explored. Students will learn to take detailed sexual histories, sexual assessments, and applications of sexuality within a clinical framework with consideration of multicultural diversity.
PPrerequisites: PCMF 502, PCMF 602, and PCMF 603.

PCMF 647
MOTIVATIONAL INTERVIEWING
3 credits

This course presents the students with a client-centered approach, using directive methods in order to enhance clients' intrinsic motivation to change by exploring and resolving ambivalence. Motivational Interviewing is 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 or PCMF 634

PCC 653
ORGANIZATIONAL INTERVENTIONS
3 credits/Core Competency

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

PCC 659
SELECTION/PERFORMANCE APPRAISAL
3 credits/Core Competency

This course presents methods for assessing skills, emotional problems, and personality in an organizational setting. It provides (1) information regarding the review and interpretation of assessment tools as well as the appropriate usage of test results, (2) practical experience in using these tools. Instruments are selected from more commonly used tests of skills, emotions, and personality. Training will be provided in the use of computer-assisted testing and with standardized interview instruments.
Prerequisite: PCC 507, PCC 533 and PCC 635.

PCC 660
PRACTICUM
2 credits/Core Competencyn

This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor. The practicum must be taken in conjunction with the on-campus seminar in professional ethics (PCC 661).
Prerequisite: Successful completion of written comprehensive examination and completion of 24 credit hours, including PCC/PCMF 502 and one additional skills course. Corequisite: PCC 661.

PCC 661
PROFESSIONAL/CASE PRACTICUM SEMINAR
1 credit/Core Competency

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 these issues. The class focus will be on the development of an understanding and a working knowledge of

the Codes of Ethical Conduct of the American Counseling Association, the American Association of Marriage and Family Therapy, the American Psychological Association, and relevant Cpmmonwealth of Pennsylvania laws and statutes.
Prerequisite: Successful completion of written comprehensive examination, completion of 24 credit hours including necessary skills courses. Corequisite: PCC 660

PCC/PCMF 680-681-682-683
INTERNSHIP
2 credits/Capstone, Core Competency

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/PCMF 681, 682. Each semester is two credits.)
Prerequisites: Completion of 24 credit hours, including successful completion of written comprehensive examination. Corequisite: PCC/PCMF 680 taken with PCC/PCMF 690, PCC/PCMF 681 taken with PCC/PCMF 691, PCC/PCMF 682 taken with PCC/PCMF 692 and PCMF 683 taken with PCMF 693.

PCC 685-86
IOP PROGRAM INTERNSHIP
2 credits/Capstone, Core Competency

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.
Prerequisites: Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination. PCC 685 taken with PCC 695; PCC 686 taken with PCC 696.

PCC 688/PCC 689
I/O THESIS
3 credits/Capstone

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.
Pre-requisties: Completion of 24 credit hours, including necessary IOP and MGT courses and successful completion of written comprehensive examination. The Thesis is a total of six credits: PCC 688 and PCC 689.

PCC/PCMF 690-91-92-93
PROFESSIONAL/CASE SEMINAR
1 credit/Capstone, Core Competency

The seminar focuses on the personal, practical, and ethical issues involved in the practice of professional counseling and marriage and family therapy. It looks at professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation. (PCC/PCMF 691, 692, 693—continuation of Professional Seminar—one credit each semester)
Prerequisite: same as PCC/PCMF 680

PCC 695-96
IOP PROFESSIONAL SEMINAR
1 credit/ Capstone, Core Competency

The personal, practical, and ethical issues involved in the field of industrial/organizational psychology and human resource management. Examination of professional development, professional associations, continuing education, credentialing, legal responsibilities and liabilities, confidentiality, agency practice, independent practice, consulting, and inter-professional cooperation.
Corequisite: PCC/PCMF 695 taken with PCC/PCMF 685; PCC/PCMF 696 taken with PCC/PCMF 686. Prerequisite: Same as PCC/PCMF 685.

MASTER OF SCIENCE IN CYBERSECURITY

Faculty

Program Director: Margaret McCoey, M.S.
Associate Professors: Blum, Kirsch, Redmond
Assistant Professors: McCoey, Wang
Lecturers: Bruce, Henry, Hilkowitz, Monaghan, Smith, Walters

Description of the Program

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.

Margaret McCoey, M.S.
Director
215.951.1136
mccoey@lasalle.edu
www.lasalle.edu/analytics

If you have any questions regarding the Analytics program, please contact: cyber@lasalle.edu.

Mission

The M.S. Cybersecurity program 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 emerging changes related to cybersecurity.

Program Goals

The goals of the program are:

1. Prepare students to explain Internet infrastructure and connection to enterprise networks and potential security risks.

2. Prepare student to assess organizational security policies, plans, procedures and implementations.

3. Prepare students to identify and assess legislation related to cybersecurity.

4. Prepare students to enter specialized careers in cybersecurity.

Student Learning Outcomes

• Identify the network layers and functions at each layer.

• Assess network threats at each network layer.

• Evaluate strategies to prevent network breaches.

• Summarize federal legislation and international regulations related to cybercrimes.

• Differentiate cyber breaches based on crime, warfare or espionage.

• Categorize cyber "activity" based on attacker.

• Plan and prepare standards, policies and procedures to mitigate security breaches.

• Assess threats and formulate countermeasures to mitigate threats.

• Design, develop and implement activities specifically addressing and mitigating security vulnerabilities across all phases of the technical system.

• Develop and implement practices to secure digital evidence and prepare it for litigation.

• Generate and implement plans to secure systems, hardware, software and data.

• Develop communication and leadership partnerships to integrate policies and procedures to mitigate security risks.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the application for Admission, which may be obtained at lasalle.edu/grad/, accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide official transcripts showing evidence of successful academic achievement in completion of a bachelor's degree from an accredited institution of higher education.

3. Provide a professional resume addressing one's educational and professional background.

4. Submit a statement (up to 300 words) describing their intent for this certificate.

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

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

Curriculum

Students are required to complete 10 courses (30 credits) for this program. The final course is a capstone.

CYB 540 Network Theory
CYB 612 Ethics Issues and Government Regulations
CYB 604 The Computer and Internet Fraud
CYB 652 Leadership Assessment and Evaluation
CYB 628 Cybercrime, Cyber Warfare, Cyber Espionage
CYB 644 Information Security
CYB 647 Secure Software Development and Integration
CYB 665 Computer Digital Forensics
CYB 668 Computer and Network Security
CYB 880 Cybersecurity Capstone

Course Descriptions

CYB 540
NETWORK THEORY
3 credits

Lecture/theory course considers the current methods, practices, and standards used to enable communication on computer and voice networks. This includes a study of the physical layers, architectural layers, design, operation, management, and ISO standards, with particular and telephony technologies. Both local and wide area networks are examined.

CYB 604
THE COMPUTER AND INTERNET CRIME
3 credits

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

CYB 612
ETHICS, ISSUES, AND GOVERNMENT REGULATIONS
3 credits

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

CYB 628
CYBERCRIME, CYBER WARFARE AND CYBER ESPIONAGE
3 credits

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
3 credits

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs.
Prerequisite: CYB 540

CYB 648
SECURE SOFTWARE DEVELOPMENT AND INTEGRATION
3 credits

This course will provide an overview of current software development methodologies and examine strategies to integrate security into all phases of the lifecycle. By examining current software vulnerabilities, students will develop secure coding guidelines, and strategies for static code analysis; they will create secure testing plans to mitigate security failures. The course will examine language specific vulnerabilities, input validation and threat modeling.
Prerequisite: CYB 540

CYB 652
LEADERSHIP ASSESSMENT AND EVALUATION
3 credits

This course is cross-listed with HCD 652.

CYB 665
COMPUTER DIGITAL FORENSICS
3 credits

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

CYB 668
COMPUTER AND INTERNET SECURITY
3 credits

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
CYBERSECURITY CAPSTONE
3 credits

The capstone project is an opportunity to pursue an independent learning experience focused on a specific aspect of economic crime forensics based on the student interest. The capstone is intended to extend students

beyond the coursework and cases to apply knowledge in ways that are relevant to their professional goals. Students will work on a research project or in an experiential learning environment. Each student will be required to present his/her capstone both as an oral presentation and a summary written document.

MASTER OF SCIENCE IN ECONOMIC CRIME FORENSICS

Faculty

Program Director: Margaret McCoey, M.S.
Professors: Longo
Associate Professors: Redmond, Bruce
Assistant Professors: McCoey, Wang
Lecturers: Henry, Hilkowitz, Monaghan, Smith, Wagner, Walters, Wilde, Zikmund

Description of the Program

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

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

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

A. Economic crime definition, analysis, and prevention;

B. Legal and corporate compliance and ethical issues;

C. Economic risk analysis and mitigation; and

D. Investigative practices, principles, and prosecution.

Margaret McCoey, M.S.
Director
215.951.1136
mccoey@lasalle.edu
www.lasalle.edu/ecf

If you have any questions regarding the Economic Crime Forensics program, please contact: ecf@lasalle.edu

Mission

The M.S. in Economic Crime Forensics program augments students' background in core economics and digital forensics areas so they are equipped to help prevent economic crime and to promote sound professional practices. Students acquire both practical and theoretical knowledge in the field and enhance their professional competence to advance in their career.

Program Goals

The goals of this program are as follows:

1. To prepare students to participate ethically and professionally in a global market.

2. To propose business standards, standards of ethics, and professional codes of conduct related to corporate leadership.

3. To assess corporate cultures related to the global markets, including concepts and perceptions related to economic crime and fraudulent activity.

4. To evaluate legal and regulatory environments supporting the market.

5. To prepare students to enter the field of economic crime prevention and detection.

Student Learning Outcomes

At the completion of this program, the student will be able to do the following:

1. Propose business standards, standards of ethics and professional codes of conduct related to corporate leadership.

2. Assess corporate cultures related to the global markets, including concepts and perceptions related to economic crime and fraudulent activity.

3. Evaluate and support accounting and auditing concepts related to the causation of corporate economic crime.

4. Devise plans and processes to prevent and deter economic crime.

5. Evaluate the design and structure of fraud deterrence techniques, internal and external controls.

6. Design, plan and execute procedures to secure corporate information systems.

7. Select and prepare evidence for litigation.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. Students with academic studies in business, technology, or criminal justice would be best positioned to complete this program. Candidates must have an undergraduate GPA of at least 3.0.

3. Request that official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable). For work completed outside the U.S., the transcripts need to be evaluated by World Education Service (www.wes.org).

4. Provide a professional résumé.

5. Request two letters of recommendation from professors at the college level. If the applicant has been out of school for more than two years, the letters of recommendation may be provided by current or past supervisors at his/her place of professional employment.

6. Attend an interview with a faculty member to assess the candidate's requirements for foundation courses.

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

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

All documents should be sent to the following:

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grad@lasalle.edu

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

Curriculum

A foundation course may be required based on the student's background.
MBA 615   Managerial and Financial Accounting
BUS 776   Law for the Business Manager

Core Courses

All students must complete the nine core courses for the degree.
ECF 601   Fraud Examination: Principles and Practice
ECF 604   The Computer and Internet Fraud
ECF 605   Corporate Ethics and Compliance
ECF 610   Criminal Justice and Legal Concepts
ECF 625   Litigation Support Practices and Procedures
ECF 632   Financial Statement Fraud
ECF 636   Occupational Fraud and Abuse
ECF 644   Information Security
ECF 652   Leadership Assessment and Evaluation
ECF 655   Fraud Detection and Prevention: Special Cases

Students choose one of the following:
ECF 628   Cybercrime, Cyber Warfare, Cyber Espionage
ECF 638   White Collar Crime
ECF 658   Data Mining

All students complete a capstone project.
ECF880   Integrative Capstone

Total Credits 36 to 39

CERTIFICATE IN FRAUD AND FORENSIC ACCOUNTING

Faculty

Director: Margaret M. McCoey, M.S.
Lecturers: Wagner, Welde, Zikmund

Description of the Program

The public and governmental reaction to multi-million dollar scandals has triggered congressional action that resulted in legislation and auditing standards that require companies and their auditors to be more aggressive in detecting and preventing fraud. This, in turn, has elevated the importance of the accounting profession in protecting the integrity of the financial system in order to prevent and detect such scandals. Additionally, there is widespread growth in white-collar crime. Racketeering and terrorist groups rely on money-laundering schemes to finance and disguise their activities. The increased use of computer technology as a tool for conducting criminal activities, such as identity theft, present new challenges to forensic accountants. This environment has created many job opportunities in federal, state, and local governmental agencies and in both for profit and nonprofit organizations for accountants and others with forensic and fraud investigation skills.

Students may earn a certificate in Fraud and Forensic Accounting by completing a five-course graduate certificate program and earning 15 graduate credits. This certificate program can be completed online within one year. It prepares participants for a career in the field of forensic accounting by providing them with skills and tools to both prevent fraud from occurring and to discover fraud after it has occurred.

Courses for this program may be found in the M.S. Economic Crime Forensics Program.

Margaret McCoey, M.S.
Program Director
215.951.1136
mccoey@lasalle.edu

If you have any questions regarding the Fraud and forensic Accounting program, please contact: mccoey@lasalle.edu

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:

1. Prepare students to participate ethically and professionally in a global market.

2. Prepare students to enter the field of forensic accounting..

Student Learning Outcomes

The student learning outcomes for the certificate are

1. Evaluate and support accounting and auditing concepts related to the causation of corporate economic crime.

2. Devise plans and processes to prevent and deter economic crime.

3. Select and prepare evidence for litigation.

Admission Requirements

To be accepted for admission into the program, the applicant must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education.

3. Provide official transcripts of all undergraduate and graduate work, if any.

4. Provide a professional résumé.

5. Provide a 200-word essay describing the student's reasons for seeking this certificate.

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

All documents should be sent to the following:

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grad@lasalle.edu

Tuition and Fees

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Curriculum

MBA 615	Managerial and Financial Accounting
FACC 701	Fraud Examination: Principles and Practice
FACC 702	Financial Statement Fraud
FACC 703	Occupational Fraud and Abuse
FACC 704	The Computer and Internet Fraud
FACC 705	Fraud Detection and Prevention: Special Cases

Course Descriptions

ECF 601/FACC 701
FRAUD EXAMINATION: PRINCIPLES AND PRACTICE
3 credits

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

ECF 604/FACC 704
THE COMPUTER AND INTERNET FRAUD
3 credits

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

ECF 605
CORPORATE ETHICS AND COMPLIANCE
3 credits

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

ECF 610
CRIMINAL JUSTICE AND LEGAL CONCEPTS
3 credits

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

ECF 625
LITIGATION SUPPORT PRACTICES AND PROCEDURES
3 credits

Learners will explore white collar misconduct that constitutes civil and/or criminal fraud in a corporate setting, including but not limited to: (1) falsification of business records; (2) false billing; (3) forgery of documents or signatures; (4) embezzlement; (5) creation of false companies; (6) false insurance claims; (7) bankruptcy fraud; (8) investment frauds (such as Ponzi schemes); (9) tax fraud; and (10) securities fraud. Students will develop processes and procedures for proper evidence management as well as learn how to prepare to serve as an expert witness and write legally sound expert reports.
Prerequisite: ECF 610

ECF 628
CYBERCRIME, CYBER WARFARE, CYBER ESPIONAGE
3 credits

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 632/FACC 702
FINANCIAL STATEMENT FRAUD
3 credits

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

ECF 636/FACC 703
OCCUPATIONAL FRAUD AND ABUSE
3 credits

Occupational fraud and abuse is described as the use of one's occupation for personal enrichment through the deliberate misuse or misapplication of one's employing organization's resources or assets. Through the use of real-life case examples, this course will 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.

ECF 638/FACC 708
WHITE COLLAR CRIME

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

ECF 644
INFORMATION SECURITY
3 credits

This course is cross-listed with INL 644.

ECF 652
LEADERSHIP ASSESSMENT AND EVALUATION
3 credits

This course is cross-listed with HCD 652.

ECF 655/FACC 705
FRAUD DETECTION AND PREVENTION: SPECIAL CASES
3 credits

The opportunity to commit and conceal fraud exists only when there are assets susceptible to misappropriation and a lack of internal controls to prevent or detect fraud. This course will focus on the high-risk fraud environments wherein assets are more vulnerable to misappropriation and fraud 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 658
DATA MINING
3 credits

This course is cross-listed with CIS 658.

ECF 665
COMPUTER DIGITAL FORENSICS
3 credits

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

ECF 668
COMPUTER AND NETWORK SECURITY
3 credits

Students will study and implement basic computer and network security strategies on Windows and Linux networks. Students examine and analyze network traffic, including investigating wireless transmissions; install firewalls; and define Internet Protocol Security Controls (IPSEC). Labs include system hardening, dissecting network packet structure, and creating encryption formats as well as managing authentication and access controls. Students look at implementing a public key infrastructure and best strategies for using intrusion detection systems.

ECF 880
INTEGRATIVE CAPSTONE
3 credits

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

EDUCATION

The Education Department provides a variety of programs:

Master of Arts in Education

Master of Arts in Education with Concentrations:

• English

• Bilingual/Bicultural Studies

• Autism Spectrum Disorders

• Classroom Management

• Instructional Leadership

Master of Arts in Education with Certifications:

• Dual Early Elementary and Special Education

• Dual Middle-Level Science and Math and Special Education

• Secondary Education

• Special Education

Additional Pennsylvania Certifications and Pennsylvania Endorsements:

• Special Education Certification

• English as a Second Language Certification

• Reading Specialist Certification

• Autism Spectrum Disorders Endorsement

• Instructional Coach Endorsement

Post-baccalaureate Programs:

• PreK-4 Certification Only

• PreK-4/Special Education PreK-8 Certification Only

• Middle School Math and Science 4-8 Certification Only

• Middle School Math and Science 4-8 and Special Education Certification Only

• Secondary Education 7-12 Certification Only

• Secondary Ed and Special Education 7-12 Certification Only

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

Description of the Program

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

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

La Salle-educated teachers also are grounded in analytic techniques that promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and

practice, and provide resources for the development of educational policy-making skills. This develops genuinely reflective professional practitioners who are capable of leading and innovating rather than merely following orders.

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

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

Greer Richardson, Ph.D.
Director, EDC program
215. 951. 1806
richards@lasalle.edu
www.lasalle.edu/graded

If you have any questions regarding the Education program, please contact: graded@lasalle.edu

Mission

Consistent with the mission of Graduate Studies, the mission of the graduate education programs is to prepare 21st century educators through project-based, problem-based service learning and community engagement grounded in Lasallian values.

Program Goals

1. The Professional demonstrates knowledge and application of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. The Professional demonstrates knowledge and application of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. The Professional works collaboratively with other professionals to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. The Professional demonstrates knowledge the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. The Professional demonstrates knowledge of how to connect concepts and use differing perspectives by engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. The Professional demonstrates knowledge and application of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. The Professional supervises and/or plans and implements instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. The Professional understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. The Professional engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. The Professional seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

MASTER OF ARTS IN EDUCATION

Faculty

Directors: Greer Richardson, Ph.D.

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

Professors: Bednar, Williams, Yost

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

Assistant Professor: Patrylo

Lecturers: Baker, Buckley, Bush, Conway, Dougans, Feden, Finore, Follmer, Foote, Gunning, Himes, Hughes, Kersul-Wiener, Linso, Mack, Marrone, Moore, Ricci, Rosen, Schalk, Vassallo, Vogel, Tarducci

Professor *Emeritus*: Clabaugh

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

3. Request official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Obtain acceptable scores on the Miller Analogies Test (MAT). Arrangements to take this examination may be made with La Salle's Counseling Center. This requirement may be waived for applicants with an overall GPA of 3.4 or above or hold an existing masters or advanced degree.

5. Provide a Professional Résumé.

6. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.

7. For certified teacher, provide a copy of their teaching certificate.

8. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading "Candidacy Procedures for Teaching Certification."

9. Attend a personal interview with the Director of the program, if requested (optional).

10. Provide a personal statement of your interest in the program, if requested (optional).

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:

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1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100
Fax 215.951.1462
grad@lasalle.edu

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

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

Progression Through the Program

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

Required for Degree:
- 30 graduate credits consisting of the 6 Core and 4 other courses
- GPA of 3.0 and higher

Core Courses: Required for the Masters of Arts degree in Education and Elementary/Special Education certification, Middle Level/Special Education, and Secondary Education certification. (Other programs may have different requirements for the M.A.)
- **EDC 503** Cognitive, Social, and Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 602** Educational Technology
- **EDC 604** Foundations of Schooling
- **EDC 613** The Developmentally Oriented Teacher
- **EDC 751** Transformative Pedagogy: A Capstone Experience

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

M.A. candidates may choose to specialize in one of the concentrations listed below.
Autism Spectrum Disorders (12 cedits):
- **EDC 655** Dimensions of Autism
- **EDC 657** Systems Approach with Families and Educators
- **EDC 665** Communication Strategies for Teachers of ASD Children and Youth
- **EDC 667** Implementing the IEP in the Inclusive Classroom

Instructional Leadership (12 credits)
- **EDC 505** Introduction to Instructional Leadership I
- **EDC 615** Advanced Instructional Design
- **EDC 652** Leadership and Educational Change I
- **EDC 653** Leadership and Educational Change II

Bilingual/Bicultural Studies (12 credits)
- **BLS 600** Dynamics of Cross-Cultural Communication
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

- **BLS 604** Cultural Pluralisms and Problems of Minority Groups in the U.S.A.
- **BLS 605** Curriculum Development of Bilingual Programs

English (12 credits)

Choose four courses from the following list:

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

Field Experience and Integrated Course Work:

Elementary and Special Education Certification Candidates

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

Special Education (only) Certification Candidates

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

Middle Level and Special Education Certification Candidates

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

Secondary Education Certification Candidates

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

Reading Specialist Certification Candidates

- Literacy Internship Practicum (EDC 651)

TEACHER CERTIFICATION THROUGH LA SALLE'S GRADUATE PROGRAM IN EDUCATION

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

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

Scope

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

Focus

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

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

Candidacy Procedures for Teacher Certification

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

Academic Requirements

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

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

Other Professional Requirements

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

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

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. They must work with others cooperatively and congenially. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions, and

the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Graduate Program in Education.

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

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

The following Examinations are required for certification:

Early Elementary PreK-4/Special Education PreK-8 Candidates

The Pennsylvania Educator Certification Tests (PECT), administered by Pearson Evaluation Systems:

• Grades PreK-4: Modules 1, 2 & 3

• Special Education PreK-8: Modules 1 & 2

Middle Level Education 4-8 and Special Education PreK-8 Candidates

Praxis tests, administered by the Educational Testing Service (ETS):

• Grades 4-8: Core Assessment, Core Assessment Pedagogy, Core Assessment English Language Arts and Social Studies, Core Assessment Mathematics and Science (5152)

• Subject Concentration Mathematics (5158)

• Subject Concentration Science (5159)

The Pennsylvania Educator Certification Tests (PECT), administered by Pearson Evaluation Systems:

• Special Education PreK-8: Modules 1 & 2

Secondary Education 7-12 Candidates

Praxis tests, administered by the Educational Testing Service (ETS):

• Fundamental Subject: Content Knowledge (5511)*

• Appropriate content area test for secondary subjects

* Required only for those certifying in the areas of foreign languages and environmental science

Special Education Candidates

The Pennsylvania Educator Certification Tests (PECT), administered by Pearson Evaluation Systems, one of the following:

• Special Education PreK-8

• Special Education 7-12

Reading Specialist Candidates

Praxis tests, administered by the Educational Testing Service (ETS):

• Reading Specialist (5301)

Summary of Certification Requirements in Early Elementary PreK-4 and Special Education PreK-8 (51 credits)

General Requirements

Individualized Certification Programs are determined after an initial interview.

Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of American history (three credits), art or music (three credits), literature (three credits), English composition (three credits) and mathematics (six credits)

Course Work in Pedagogy

Core (15 credits)

• **EDC 503** Cognitive, Social, and Emotional Development
• **EDC 510** Human Exceptionalities
• **EDC 604** Foundations of Schooling
• **EDC 613** Teacher's Role
• **EDC 751** Transformative Pedagogy: A Capstone Experience

Plus (21 credits)

• **EDC 555** Introduction to Early Childhood Methods
• **BLS 601** Techniques of Teaching English to Speakers of Other Languages
• **EDC 618** Reading and Writing in Elementary and Special Education
• **EDC 619** Introduction to Assessment and Instruction of Reading and Writing Difficulties
• **EDC 641** Teaching Science as Integrational Inquiry
• **EDC 642** Developmental Math
• **EDC 644** Assessing the Needs of All Learners

Inclusion Practicum (9 credits)

• **EDC 643** Developing and Adjusting Instruction
• **EDC 645** Planning and Instruction for Students with Special Needs
• **EDC 661** Teaching Across the Continuum of Student Needs

Professional Semester (6 credits)

• **EDC 662** Early Elementary and Special Education Student Teaching (for ESE candidates with no teaching experience)
• **EDC 679** Early Elementary and Special Education Special Methods of Teaching

OR

• **EDC 669** Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)
• **EDC 679** Early Elementary and Special Education Special Methods of Teaching

Summary of Certification Requirements in Secondary Education 7-12 (39 credits)

Certification Areas

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

Subject Area Courses

Determined on individual basis evaluated by content department head

Course Work in Pedagogy

Core (15 credits)

• **EDC 503** Cognitive, Social, and Emotional Development
• **EDC 510** Human Exceptionalities
• **EDC 604** Foundations of Schooling
• **EDC 613** The Role of the Developmentally Oriented Teacher
• **EDC 751** Transformative Pedagogy: A Capstone Experience

Plus (9 credits)

• **BLS 601** Techniques of Teaching English to Speakers of Other Languages

- **EDC 602**   Educational Technology
- **EDC 617**   Reading in the Content Area

Field Experiences

(Requirements determined on individual basis)

Secondary Education Practicum (6 credits)
- **EDC 647**   Developing and Adjusting Instruction
- **EDC 648**   Secondary Education Summer Practicum

Professional Semester (6 credits)
- **EDC 668**   Secondary Education Supervised Teaching (candidates with two or more years of teaching experience currently employed as teacher)
-     **EDC 680**   Secondary Education Special Methods of Teaching
OR
- **EDC 689**   Secondary Education Student Teaching (candidates with no teaching experience)
- **EDC 680**   Secondary Education Special Methods of Teaching

Summary of Certification Requirements in Middle Level 4-8 and Special Education PreK-8 (51 credits)

General Requirements

Individual Certification Programs are determined after an initial interview.

Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs, to indicate knowledge of American history (three credits), art or music (three credits), literature (three credits), English composition (three credits), and mathematics (six credits)

Course Work in Pedagogy

Core (15 credits)
- **EDC 503**   Cognitive, Social, and Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 604**   Foundations of Schooling
- **EDC 613**   The Role of the Developmentally Oriented Teacher
- **EDC 751**   Transformative Pedagogy: A Capstone Experience

Plus (21 credits)
- **EDC 512**   Introduction to the Middle School
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages
- **EDC 617**   Reading in the Content Area
- **EDC 619**   Introduction to Assessment and Instruction of Reading and Writing Difficulties
- **EDC 641**   Teaching Science as Integrated Inquiry
- **EDC 642**   Developing Mathematical Thought
- **EDC 644**   Assessing the Needs of All Learners

Field Experiences

(Requirements determined on individual basis)

Inclusion Practicum (9 credits)
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching Across the Continuum of Student Needs

Professional Semester (6 credits)
- **EDC 662**   Early Elementary and Special Education Student Teaching (for ESE candidates with no teaching experience)
-     **EDC 679**   Secondary Education Special Methods of Teaching
OR
- **EDC 669**   Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)
- **EDC 679**   Secondary Education Special Methods of Teaching

MASTER OF ARTS IN EDUCATION WITH SPECIAL EDUCATION CERTIFICATION (33 CREDITS)

Core Courses
- **EDC 503**   Cognitive, Social, and Emotional Development
- **EDC 655**   Dimensions of Autism
- **EDC 751**   Transformative Pedagogy: A Capstone Experience

Certification Courses for Special Education
- **EDC 510**   Human Exceptionalities
- **EDC 619**   Literacy Difficulties: Diagnosis and Instruction
- **EDC 644**   Assessing the Abilities of All Learners
- **EDC 667**   Implementing the IEP in the Inclusive Classroom
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching Across the Continuum of Student Needs

SPECIAL EDUCATION PREK-8 OR 7-12 CERTIFICATION (24 CREDITS)

Candidates for the special education certification will take eight courses. This program is accredited by the Pennsylvania Department of Education for Special Education Certification (PreK-8 or 7-12). The following courses and relevant practicum experiences are required:

Certification courses (15 credits)
- **EDC 510**   Human Exceptionalities
- **EDC 619**   Literacy Difficulties: Diagnosis and Instruction
- **EDC 644**   Assessing the Abilities of All Learners
- **EDC 667**   Implementing the IEP in the Inclusive Classroom
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages

Inclusion Practicum (nine credits)
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching Across the Continuum of Student Needs

AUTISM SPECTRUM DISORDERS CERTIFICATION ONLY (12 CREDITS)

This is a unique, 12-credit program leading to an Endorsement issued by the PA Dept. of Education. This program is for certified teachers who are interested in learning and gaining additional experience in autism spectrum disorders. Master's degree candidates interested in specializing in autism can apply these courses as electives to the program.

Course Sequence:
- **EDC 655**   Dimensions of Autism
- **EDC 657**   Systems Approach with Families and Educators

- **EDC 665** Communication Strategies for Teachers of ASD Children and Youth
- **EDC 667** Implementing the IEP in the Inclusive Classroom

INSTRUCTIONAL COACH ENDORSEMENT ONLY (12 CREDITS)

This is a 12-credit program for certified teachers who desire to learn more about how to be instructional leaders or teacher leaders in their schools. The program starts with a summer practicum experience and culminates with action research and professional development projects. Regardless of whether the teacher pursues roles as leaders in schools, this program will enhance a teacher's understanding of advanced instructional strategies through coursework and action research. Master's candidates may apply these courses to their programs as electives.

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

POST-BACCALAUREATE PROGRAM IN PREK-4 CERTIFICATION ONLY (39 CREDITS)

Required Courses:
- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 555** Intro to Early Childhood Methods
- **EDC 613** Role of the Teacher
- **EDC 618** Reading/Writing in the ESE Classroom
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of ESE Student Teaching

POST-BACCALAUREATE PROGRAM IN PREK-4/SPECIAL ED PREK-8 CERTIFICATION ONLY (45 CREDITS)

Required Courses:
- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 555** Intro to Early Childhood Methods
- **EDC 613** Role of the Teacher
- **EDC 618** Reading/Writing in the ESE Classroom
- **EDC 619** Literacy Difficulties
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought
- **EDC 644** Assessing the Abilities of All Learners
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643** Developing and Adjusting Instruction

- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of ESE Student Teaching

MASTER OF ARTS IN EDUCATION WITH PREK-4 CERTIFICATION (45 CREDITS)

Required Courses:
- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 555** Intro to Early Childhood Methods
- **EDC 604** Foundations of Schooling
- **EDC 613** Role of the Teacher
- **EDC 618** Reading/Writing in the ESE Classroom
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 751** Capstone: Transformative Pedagogy

Practicum:
- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of ESE Student Teaching

POST-BACCALAUREATE PROGRAM IN MIDDLE SCHOOL MATH AND SCIENCE 4-8 CERTIFICATION ONLY (39 CREDITS)

Required Courses:
- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 512** Intro to Middle School Methods
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of ESE Student Teaching

POST-BACCALAUREATE PROGRAM IN MIDDLE SCHOOL MATH AND SCIENCE 4-8 AND SPECIAL ED CERTIFICATION ONLY (45 CREDITS)

Required Courses:
- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 512**   Intro to Middle School Methods
- **EDC 613**   Role of the Teacher
- **EDC 617**   Reading in the Content Area
- **EDC 619**   Literacy Difficulties
- **EDC 641**   Teaching Science as Integrated Inquiry
- **EDC 642**   Development of Mathematical Thought
- **EDC 644**   Assessing the Abilities of All Learners
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662**   Student Teaching in the ESE Classroom
- **EDC 679**   Special Methods of ESE Student Teaching

MASTER OF ARTS IN EDUCATION WITH MIDDLE SCHOOL MATH AND SCIENCE 4-8 CERTIFICATION (45 CREDITS)

Required Courses:
- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 512**   Intro to Middle School Methods
- **EDC 604**   Foundations of Schooling
- **EDC 613**   Role of the Teacher
- **EDC 617**   Reading in the Content Area
- **EDC 641**   Teaching Science as Integrated Inquiry
- **EDC 642**   Development of Mathematical Thought
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages
- **EDC 751**   Capstone: Transformative Pedagogy

Practicum:
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662**   Student Teaching in the ESE Classroom
- **EDC 679**   Special Methods of ESE Student Teaching

POST-BACCALAUREATE PROGRAM IN SECONDARY ED 7-12 CERTIFICATION ONLY (30 CREDITS)

Required Courses:
- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 602**   Teacher & Technology
- **EDC 613**   Role of the Teacher
- **EDC 617**   Reading in the Content Area
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 647**   Developing and Adjusting Instruction for Secondary Learners
- **EDC 648**   Secondary Education Summer Practicum

Student Teaching :
- **EDC 680**   Special Methods of Secondary Ed Teaching
- **EDC 689**   Secondary Ed Student Teaching

POST-BACCALAUREATE PROGRAM IN SECONDARY ED AND SPECIAL EDUCATION 7-12 CERTIFICATION ONLY (45 CREDITS)

Required Courses:
- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 602**   Teacher & Technology
- **EDC 604**   Foundations of Schooling
- **EDC 613**   Role of the Teacher
- **EDC 617**   Reading in the Content Area
- **EDC 619**   Literacy Difficulties
- **EDC 644**   Assessing the Abilities of All Learners
- **EDC 667**   Implementing the IEP in the Inclusive Classroom
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 647**   Developing and Adjusting Instruction for Secondary Learners
- **EDC 648**   Secondary Education Summer Practicum
- **EDC 661**   Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 680**   Special Methods of Secondary Ed Teaching
- **EDC 689**   Secondary Ed Student Teaching

TEACHING ENGLISH AS A SECOND LANGUAGE CERTIFICATION ONLY (ESL) (18 CREDITS)

See Hispanic Institute, ESL Program Specialist Certification (English as a Second Language)

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

Candidates for ESL certification will undergo a predetermined curriculum consisting of five Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.

- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be

aware of various methods, strategies, research findings, and resources that address the educational need of ELLs in their learning process, including the use of computer technology. The acquisition of very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs will be required.

- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services, the promotion of parental/family involvement in the accomplishment and educational needs of ELLs, as well as a complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.

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

POST BACCALAUREATE PROGRAM

The Post Baccalaureate Programs at La Salle offer students the opportunity to obtain Pennsylvania state certifications in a number of areas including PreK-4, Middle Level Mathematics/Science (4-8), and Secondary Ed (7-12). Each of the programs offered can be combined with our special education certification as well as our master's program courses to allow students to earn a Masters of Arts in Education. The program is ideal for those seeking a career change and requires no previous coursework in the field of education. For more information about program offerings contact us at 215.951.1593 or graded@lasalle.edu

MA with PreK-4/Special Education Certification

- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 555**   Intro to Early Childhood Methods
- **EDC 604**   Foundations of Schooling
- **EDC 613**   Role of the Teacher
- **EDC 618**   Reading/Writing in the ESE Classroom
- **EDC 619**   Literacy Difficulties
- **EDC 641**   Teaching Science as Integrated Inquiry
- **EDC 642**   Development of Mathematical Thought
- **EDC 644**   Assessing the Abilities of All Learners
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages
- **EDC 751**   Capstone: Transformative Pedagogy

Practicum:
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662**   Student Teaching in the ESE Classroom
- **EDC 679**   Special Methods of Teaching

PreK-4 Certification

- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 555**   Intro to Early Childhood Methods
- **EDC 613**   Role of the Teacher
- **EDC 618**   Reading/Writing in the ESE Classroom
- **EDC 641**   Teaching Science as Integrated Inquiry
- **EDC 642**   Development of Mathematical Thought
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662**   Student Teaching in the ESE Classroom
- **EDC 679**   Special Methods of Teaching

MA with PreK-4 Certification

- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 555**   Intro to Early Childhood Methods
- **EDC 604**   Foundations of Schooling
- **EDC 613**   Role of the Teacher
- **EDC 618**   Reading/Writing in the ESE Classroom
- **EDC 641**   Teaching Science as Integrated Inquiry
- **EDC 642**   Development of Mathematical Thought
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages
- **EDC 751**   Capstone: Transformative Pedagogy

Practicum:
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662**   Student Teaching in the ESE Classroom
- **EDC 679**   Special Methods of Teaching

PreK-4/Special Education Certification

- **EDC 503**   Cognitive, Social, Emotional Development
- **EDC 510**   Human Exceptionalities
- **EDC 555**   Intro to Early Childhood Methods
- **EDC 613**   Role of the Teacher
- **EDC 618**   Reading/Writing in the ESE Classroom
- **EDC 619**   Literacy Difficulties
- **EDC 641**   Teaching Science as Integrated Inquiry
- **EDC 642**   Development of Mathematical Thought
- **EDC 644**   Assessing the Abilities of All Learners
- **BLS 601**   Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643**   Developing and Adjusting Instruction
- **EDC 645**   Planning and Instruction for Students with Special Needs
- **EDC 661**   Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 667** Implementing the IEP in the Inclusive Classroom

MA with Middle M/S 4-8/Special Education Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 512** Introduction to the Middle School
- **EDC 604** Foundations of Schooling
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **EDC 619** Literacy Difficulties
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought
- **EDC 644** Assessing the Abilities of All Learners
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 751** Capstone: Transformative Pedagogy

Practicum:
- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of Teaching

Middle M/S 4-8 Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 512** Introduction to the Middle School
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of ESE Student Teaching

MA with Middle M/S 4-8 Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 512** Introduction to the Middle School
- **EDC 604** Foundations of Schooling
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought

- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 751** Capstone: Transformative Pedagogy

Practicum:
- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of Teaching

Middle M/S 4-8/Special Education Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 512** Introduction to the Middle School
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **EDC 619** Literacy Difficulties
- **EDC 641** Teaching Science as Integrated Inquiry
- **EDC 642** Development of Mathematical Thought
- **EDC 644** Assessing the Abilities of All Learners
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 643** Developing and Adjusting Instruction
- **EDC 645** Planning and Instruction for Students with Special Needs
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 662** Student Teaching in the ESE Classroom
- **EDC 679** Special Methods of Teaching

MA with Secondary 7-12/Special Education Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 602** Teacher & Technology
- **EDC 604** Foundations of Schooling
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **EDC 619** Literacy Difficulties
- **EDC 644** Assessing the Abilities of All Learners
- **EDC 655** Dimensions of Autism
- **EDC 667** Implementing the IEP in the Inclusive Classroom
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 751** Capstone: Transformative Pedagogy

Practicum:
- **EDC 647** Developing and Adjusting Instruction for Secondary Learners
- **EDC 648** Secondary Education Summer Practicum
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 680** Special Methods of Secondary Ed Teaching
- **EDC 689** Secondary Ed Student Teaching

MA with Secondary 7-12 Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 602** Teacher & Technology
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **EDC 751** Capstone: Transformative Pedagogy

Practicum:
- **EDC 647** Developing and Adjusting Instruction for Secondary Learners
- **EDC 648** Secondary Education Summer Practicum

Student Teaching :
- **EDC 680** Special Methods of Secondary Ed Teaching
- **EDC 689** Secondary Ed Student Teaching

Secondary 7-12 Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 602** Teacher & Technology
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 647** Developing and Adjusting Instruction for Secondary Learners
- **EDC 648** Secondary Education Summer Practicum

Student Teaching :
- **EDC 680** Special Methods of Secondary Ed Teaching
- **EDC 689** Secondary Ed Student Teaching

Secondary 7-12/Special Education Certification

- **EDC 503** Cognitive, Social, Emotional Development
- **EDC 510** Human Exceptionalities
- **EDC 602** Teacher & Technology
- **EDC 604** Foundations of Schooling
- **EDC 613** Role of the Teacher
- **EDC 617** Reading in the Content Area
- **EDC 619** Literacy Difficulties
- **EDC 644** Assessing the Abilities of All Learners
- **EDC 667** Implementing the IEP in the Inclusive Classroom
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages

Practicum:
- **EDC 647** Developing and Adjusting Instruction for Secondary Learners
- **EDC 648** Secondary Education Summer Practicum
- **EDC 661** Teaching All Students in Inclusive and Special Education Settings

Student Teaching :
- **EDC 680** Special Methods of Secondary Ed Teaching
- **EDC 689** Secondary Ed Student Teaching

Course Descriptions

EDC 501
COGNITIVE DEVELOPMENT OF THE CHILD AND ADOLESCENT
3 credits

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

EDC 502
SOCIAL DEVELOPMENT IN THE CONTEXT OF FAMILY/COMMUNITY SYSTEMS
3 credits

This course is designed to further the educator's knowledge and understanding of the developmental concepts that are essential to sound educational practice. The course explores the areas of social, emotional, and moral development in the context of family and community systems as well as the socializing agents in culture and society that influence these three areas, and the significance of these areas to the classroom teacher. It examines how teachers can use their knowledge of these areas of development and the influence of popular culture on development to make the learning environment more responsive to their students' needs.

EDC 503
COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT
3 credits

This course provides an overview of the physical, cognitive, psychosocial, emotional, and moral development for humans across the lifespan. Participants will explore theories of learning and development as they pertain to the individual in the home, in schools, the community, at work, individually, with families and with peers. Attention will be paid to both normative and nonnormative developmental trends.

EDC 504
MEETING THE NEEDS OF DIVERSE STUDENTS IN INCLUSIVE CLASSROOM
3 credits

This course prepares educators to differentiate instruction including the gifted, at risk, ESL, and students with Individual Education Plans. The course will explore proven effective models emphasizing the varied inclusion approaches. Under discussion will be the social, emotional, cognitive and academic benefits and challenges from the educators, students and parents perspectives. The total profile of a student in an inclusionary setting requires examination of variations in beliefs, cultural background and individual strengths and needs. Students will be able to apply PDE Special Education Standards to better acquaint themselves with the development and ongoing implementation of evidence-based methods.
Prerequisites: EDC 501 or EDC 502 or permission of the graduate director

EDC 505
INTRODUCTION TO INSTRUCTIONAL LEADERSHIP I
3 credits

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision making using Excel and other data-based programs, data analysis, supervision, and professional development. Opportunities to shadow and observe practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the

development of an assessment and professional development plan in the graduate practicum.

Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values-based curriculum.

The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills, and attitudes that make teachers effective curriculum leaders and school problem solvers.
Prerequisites: EDC 501, EDC 502, EDC 504, EDC 613

EDC 510
HUMAN EXCEPTIONALITIES
3 credits

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

EDC 512
INTRODUCTION TO THE MIDDLE SCHOOL
3 credits

This course is designed to provide students with an overview of the historical, social, and cultural influences in the development of the middle school concept. It investigates organizational structure, alternative patterns of school and class organization, team planning, and collaboration techniques. This course focuses exclusively on middle-level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of adolescent issues requiring specific educational approaches.

EDC 520
WRITING INSTRUCTION FOR LITERACY EDUCATORS
3 credits

In this course, students will read and analyze books and articles written about the pedagogy of writing instruction to give the foundation necessary to create an authentic writing environment in their classrooms-where all of the students will view themselves as writers. The students will create teaching goals and will present what they learn through a variety of assignments culminating with the creation and implementation of a unit to reflect their growth.

EDC 555
INTRODUCTION OF EARLY CHILDHOOD METHODS
3 credits

This course provides an overview of historical and current early childhood education models as well as curriculum, classroom management, and assessment considerations based on developmental theories of young children in Prek-4th grades. A special emphasis is placed on holistic curricula integrating literacy, mathematics, science, social studies, art, music, and movement into early childhood classrooms and including the family and community into the overall design. Understanding how to develop a classroom environment that embraces is emphasized. A hybrid class format will be used in this course. Prerequisites: EDC 501 or permission of the graduate director)

EDC 601
THE FOUNDATIONS OF EDUCATION
3 credits

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

EDC 602
THE TEACHER AND TECHNOLOGY
3 credits

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development. (Students are expected to purchase approximately $50 of materials for this course.)
Prerequisites: EDC 501, 502 or permission

EDC 603
CURRICULUM DEVELOPMENT
3 credits

This course assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools.
Prerequisites: EDC 501, 502, 602, 613 or permission

EDC 604
FOUNDATIONS OF SCHOOLING
3 credits

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills and attitudes that make teachers effective curriculum leaders and school problem solvers.
Prerequisites: EDC 501, EDC 502, EDC 504, EDC 613

EDC 612
GEOGRAPHY FOR TEACHERS
3 credits

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

EDC 613
THE ROLE OF THE DEVELOPMENTALLY ORIENTED TEACHER
3 credits

This course enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning, and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaches both in the laboratory and the classroom.
Prerequisites: EDC 501, 502 or permission

EDC 615
ADVANCED INSTRUCTIONAL DESIGN
3 credits

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning.
Prerequisite: Instructional I certification; This course may be taken as an elective in the master's program

EDC 616
PLAY, LEARNING, AND EDUCATION
3 credits

This course examines various perspectives on the notion of play in culture, with a particular emphasis on children's play. The course will emphasize the link between theory and practice at the sites in society where children interact with each other and adults.

EDC 617
READING IN THE CONTENT AREAS FOR SECONDARY EDUCATORS
3 credits

This course provides students with the opportunity to understand reading as a strategic interactive process that affects the learner's efforts in all academic areas. Students will explore currently held views of the reading process, instruction techniques, and assessment concerns related to secondary education. Class sessions employ a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.
Prerequisites: EDC 501, 502 or permission

EDC 618
READING AND WRITING IN THE ELEMENTARY-SPECIAL EDUCATION CLASSROOM
3 credits

Promotes understanding of reading as a strategic interactive process that affects learners' efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns related to elementary and secondary education. Employs a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.
Prerequisites: EDC 501, 502 or permission

EDC 619
LITERACY DIFFICULTIES: DIAGNOSIS AND INSTRUCTION FOR READING SPECIALISTS AND CLASSROOM TEACHERS
3 Credits

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction.
Prerequisites: EDC 617 or 618; or enrolled in Special Education certification program

EDC 620
LITERACY DIFFICULTIES: ASSESSMENT AND INTERVENTION
3 credits

This course prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts.
Prerequisites: EDC 617 or 618.

EDC 624
IMAGES OF SCHOOLING AND CHILDHOOD IN LITERATURE, PAINTING, AND FILM
3 credits

The seminar will examine how concepts of schooling and childhood evolved in American and European culture from the 18th century to the present. The course will focus on how literature, painting, and film reflect these changing concepts as they relate to the following: progressive vs. traditional schooling; school as factory, temple, and town meeting; public vs. private schooling; corporal punishment; moral education; childhood, heredity, and environment; and childhood, creativity, and imagination. The course will also include a field trip to the Philadelphia Museum of Art.

EDC 640
LITERATURE FOR CHILDREN AND ADOLESCENTS ACROSS THE CURRICULUM
3 credits

This course presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature to recognize notable authors and illustrators and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered.
Prerequisites: EDC 617 or 618.

EDC 641
TEACHING SCIENCE AS INTEGRATED INQUIRY
3 credits

This course focuses on how to develop student understanding of scientific knowledge and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It also addresses science education standards, issues, research, and application. Throughout the semester, students are provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science.

EDC 642
DEVELOPMENT OF MATHEMATICAL THOUGHT
3 credits

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates.
Prerequisites: EDC 501, 502 or permission

EDC 643
DEVELOPING AND ADJUSTING INSTRUCTION
3 credits

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings.
Prerequisites: EDC 501, EDC 510 and enrollment in elementary and special education certificate program or EDC 510 and enrollment in the special education certification program for practicing teachers.

EDC 644
ASSESSING THE ABILITIES OF ALL LEARNERS
3 credits

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student.
Prerequisites: EDC 510 or permission

EDC 645
PLANNING AND INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
3 credits

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students

with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services.
Prerequisites: EDC 643

EDC 647
DEVELOPING AND ADJUSTING INSTRUCTION FOR SECONDARY LEARNERS
3 credits

This course applies a developmental perspective to the design and implementation of secondary-level instruction.
Prerequisite: Permission of Graduate Director, EDC 501, 502, or permission.

EDC 648
SECONDARY EDUCATION SUMMER PRACTICUM
3 credits

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.
Prerequisite: Permission of Graduate Director, EDC 501, 502, 647.

EDC 649
THE LITERACY COACH: IMPROVING THE TEACHING OF READING AND WRITING IN THE CONTENT AREAS
3 credits

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time."
Prerequisites: EDC 617 and 618

EDC 650
LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS
3 credits

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

EDC 651
LITERACY INTERNSHIP PRACTICUM
6 credits

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

levels and to develop a literacy-rich and positive learning environment. An alternate option for completing the required internship hours exists for those currently teaching in reading/literacy-intensive positions. The director of the Graduate Programs in Education must approve this option.
Prerequisites: EDC 617 or 618, 620, and 640.

EDC 652
LEADERSHIP AND EDUCATIONAL CHANGE I
3 credits

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools for the purpose of achieving positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will conduct needs assessments in their schools and design a professional development project that will result in positive classroom or school change. Approval of the project is required by the school leadership and course instructor prior to progressing to the next course (EDC 651), in which the action research project will be implemented. In order to prepare graduate students for this project they will be exposed to the following 1) school staff development needs and resources based on analysis of data, interviews with teachers and the leadership team, and personal observations; 2) multiple assessments designed to measure program outcomes, and: 3) activities designed to address the needs of the educational program and needs assessment.
Prerequisites: EDC 505, EDC 615

EDC 653
LEADERSHIP AND EDUCATIONAL CHANGE II
3 credits

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes.
Prerequisite: EDC 505, EDC 615. EDC 652

EDC 655
DIMENSIONS OF AUTISM
3 credits

This course provides an overview of the historical and legislative antecedents of autism spectrum disorder (ASD) . Students will learn about the characteristics of students who fall with in the Autistic Spectrum (Asperger's syndrome, pervasive developmental disorder, Rett's syndrome, childhood disintegrative disorder, and hyperlexia) in preparation for teaching students with autism in inclusive and self-contained settings. Students will be introduced to a continuum of interventions for students with ASD.

EDC 657
SYSTEMS APPROACH WITH FAMILIES AND EDUCATORS
3 credits

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined

and explored. Additionally examined will be cultural issues and realities, the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child.
Prerequisite: EDC 655

EDC 661
ALL STUDENTS IN INCLUSIVE AND SPECIAL EDUCATION SETTINGS
3 credits

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.
Prerequisites: EDC 643, EDC 645

EDC 662
ELEMENTARY AND SPECIAL EDUCATION STUDENT TEACHING
3 credits

Required of all Elementary and Special Education Certification candidates with no teaching experience.
Prerequisites: Must be taken as final course in certification sequence.

EDC 665
COMMUNICATION STRATEGIES FOR TEACHERS OF STUDENTS SPANNING THE SPECIAL NEEDS SPECTRUM
3 credits

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech-language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience.
Prerequisite: EDC 655

EDC 667
IMPLEMENTING THE IEP IN THE INCLUSIVE CLASSROOM
3 credits

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed.
Prerequisites: (for the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; for the autism certificate program: EDC 655; EDC 665)

EDC 668
SECONDARY EDUCATION SUPERVISED TEACHING (S)
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position.

The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.) Required of all certification candidates who are not required to take student teaching.
Prerequisite: Must be taken as final course in certification sequence.

EDC 669
ELEMENTARY AND SPECIAL EDUCATION SUPERVISED TEACHING/ TRANSITIONAL TEACHING
3 credits

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

EDC 670
SPECIAL TOPICS IN EDUCATION
3 credits

Permits individual examination of topics of special interest. Requires faculty sponsor and permission of the Director.

EDC 673
SEMINAR IN SCHOOL LAW
3 credits

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 679
ELEMENTARY AND SPECIAL EDUCATION SPECIAL METHODS OF TEACHING
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.
Prerequisite: Must be taken as final course in certification sequence.

EDC 680
SECONDARY EDUCATION SPECIAL METHODS OF TEACHING
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.
Prerequisite: Must be taken as final course in certification sequence.

EDC 682
SOCIOLOGICAL FACTORS INFLUENCING EDUCATIONAL OUTCOMES
3 Credits

Students will examine the socioeconomic factors that help and hinder educational success and failure. By engaging various texts on educational stratification and social inequality, students will examine how various social locations and structural conditions shape which groups are likely to be educationally mainstreamed and the social factors that result in educational marginalization. The role of social reproduction theory, as

an intergenerational arbitrator of academic success and failure, will be examined. Central to this class will be the macro-sociological, political, and economic forces that shape our educational institutions. By the end of the course, our students will have a solid handle on how race, class, gender, sexual orientation, poverty, disability, and educational policy influence educational outcomes.

EDC 683
SOCIAL, EMOTIONAL, AND BEHAVIORAL ISSUES
3 Credits

This hybrid course introduces students to foundational concepts related to social and emotional development from birth to adolescence. Theoretical frameworks and evidence-based methods in social/emotional development will undergird this course. Attention will be given to preventive measures for students who are at risk for developing mental health difficulties. This information will be juxtaposed against factors that are associated with resiliency to the development of mental-health problems. Specific disorders will be discussed and connected to research-based interventions. Familial and cultural contexts for social development will be integral to the discussions.

EDC 684
CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE
3 credits

Students will explore issues of school and classroom behavior, examine foundational philosophical perspectives, and reflect on one's own developing perspectives about those issues. The underlying philosophy of this class is that we must first manage our own behavior before we can influence our students. The course is intended to place students in the position of being reflective by making connections between personal experiences and theories of human behavior. Students will be provided with specific tools and techniques for managing the behavior of students, but more importantly, they will be encouraged to develop a systematic process for thinking about (a) their own behavior and (b) the behavior of their students.

EDC 685
BUILDING RESILIENCY IN SCHOOL SETTINGS
3 Credits

As the at-risk population of students continues to grow and the basic needs of at-risk students becomes more complex, educators need to be able to identify the developmental issues, pedagogy, and interventions that would work best in building resiliency, The course seeks to identify characteristics of various at-risk behaviors and the central crisis of each behavior that results in the student being less resilient. In addition, the course will identify the proper interventions/solutions in enabling students who are at risk in becoming resilient and ways of improving student's self-concept. Students will also be exposed to different helping skills of a counselor that can be employed in the classroom by the teachers and other professionals. The Collaborative Consultation Model of Counseling will be examined as a model that can be most helpful in a classroom in teaching at-risk students and in working with other school professionals and staff. This course will enable the teacher to not only gain a better understanding of the students who are considered at risk, but it will also empower the teacher with the proper interventions and tools in order to build resiliency.

EDC 689
SECONDARY EDUCATION STUDENT TEACHING
3 credits

Required of all certification candidates not eligible for Supervised Teaching.
Prerequisite: Must be taken as final course in certification sequence.

EDC 695
ACTION RESEARCH AND EDUCATIONAL CHANGE
3 credits

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities.
Prerequisites: EDC 617 or 618, 620, 640, and 651

EDC 697
MASTER'S ACTION RESEARCH PROJECT
3 credits

As a continuation of EDC 695: Action Research and Educational Change, students will design, conduct, implement, and analyze data collected from action research proposals begun during the EDC 695 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis.
Prerequisites: EDC 695 and 601

EDC 751
TRANSFORMATIVE PEDAGOGY: A CAPSTONE EXPERIENCE
3 Credits

This capstone course, for students in any of the Education programs leading to a Master's degree, will focus on critical pedagogy and transformative pedagogies, while providing the structure and guidance for the completion of a capstone project. Students will be able to choose one of three capstone options: (1) publishable quality paper, (2) development of a curriculum, or (3) action research project. The course will be structured so that students will be guided through project proposal, design and completion while engaging in coursework and readings that emphasize transformative pedagogies.
Prerequisites: EDC 501, EDC 502, EDC 504, EDC 604, EDC 613

LA SALLE/RTC MASTER OF EDUCATION (M.ED.)

Beginning September 1, 2015 the Graduate Programs in Education will offer courses for professional development as well as courses leading to a new Master of Education in partnership with the Regional Training Center. 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. This degree program has been designed for certified teachers who want to improve their own instructional practices. At this time, the La Salle/RTC M.Ed. is offered off-site in locations throughout PA and in MD*. (*pending Maryland Higher Education Commission's approval)

Mission of the Program

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, contentrich, 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 PreK-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 coordinator. Elective credit requirements vary by concentration and students must contact their graduate program coordinator prior to registration for course approval.

Description of the Program

The core program requirements and concentration areas for the La Salle/RTC M.Ed. are assembled into three distinct tracks: 1) Teaching Strategies for 21st Century Learners; 2) Differentiated Instruction; and 3) Creating Positive Classroom environments. The Lasallian imprint goes even further in the program by requiring specific courses whose content closely aligns with each concentration area. These distinct concentration areas allow a candidate not only to associate their professional inquiry with their teaching practices; it gives them a level of pedagogical expertise consistent with a M.Ed. degree program.

The La Salle/RTC M.Ed. program has been designed to expand student understanding and application of research-based instructional strategies through highly engaging graduate courses that empower teachers with knowledge and skills to enhance effective practice. Moreover, courses are taught by highly-skilled, knowledgeable and experienced classroom practitioners. Instructors work to build a positive and collegial environment that models effective teaching practice. In addition, the interactive, research-based, project-focused courses engage participants as they discover signature pedagogies to further develop their teaching expertise. Finally, the activities, assignments, and LEP's enable candidates to apply inquiry-based models to what they have learned in their own educational settings. Students in the La Salle/RTC M.Ed.program will be required, across courses, to use their own practice and classroom settings as sites for enacting the methods and concepts that comprise each course.

Courses are offered in three different formats: face to face, hybrid and online. 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 conclusion of the course. Two of the courses; EDM 535 Brain-Based Teaching 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.

Carolyn Rulli, Ed.D.
Associate Director La Salle/RTC M.Ed. Program
215.991.3793
gradrtc@lasalle.edu
www.lasalle.edu/rtc

If you have any questions regarding the RTC program, please contact: rulli@lasalle.edu

Program Goals

The La Salle/RT M.Ed. program has three main program goals that align with the University mission and the College of Arts and Sciences Strategic Goals. These goals are:

1. To provide practitioner oriented and focused learning to credentialed educators modeling best practices in a collegial setting while connecting content to the essential research-based tenets of the profession.

2. To be responsive to the changing conditions and limitations encountered by teachers by reaching an expanded audience of trained, professional educators with quality coursework through an established partner organization with experience in program delivery using alternative formats.

3. To provide best practices in P-12 education for practicing teachers to maximize student learning while creating a classroom atmosphere that invites a high level of student accountability and participation.

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

A. Teachers will analyze diverse assessment tools and strategies.

B. Teachers will identify principles of cooperative discipline in the context of 21st

C. Century learners and apply knowledge to P-12 contexts.

D. Teachers will apply research on learning to P-12 contexts.

E. Teachers will conduct an action research project in their specific P-12 classroom context.

F. Teachers will be able to apply knowledge of 21st century learning to P-12 contexts.

Option 2: The Differentiated Classroom

A. Teachers will analyze diverse assessment tools and strategies.

B. Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.

C. Teachers will apply research on learning to P-12 contexts.

D. Teachers will conduct an action research project in their specific P-12 classroom context.

E. Teachers will be able to apply knowledge of diverse learners to P-12 contexts.

Option 3: Building Positive Classroom Communities

A. Teachers will analyze diverse assessment tools and strategies.

B. Teachers will identify principles of cooperative discipline in the context of 21st Century learners and apply knowledge to P-12 contexts.

C. Teachers will apply research on learning to P-12 contexts.

D. Teachers will conduct an action research project in their specific P-12 classroom context.

E. Teachers will apply knowledge of positive classroom management theories and strategies to P-12 contexts.

Faculty

Associate Director: Carolyn Rulli, Ed.D.

Director of Instruction/RTC: Mike Kuczala, M.M.E

Assistant Director of College Programs/RTC: Dale Jonathan Miller, Ph.D.

Admission Requirements

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

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from a regionally accredited institution of higher education. Candidates should have had a Grade Point Average of 3.0 in the bachelor's degree.

3. Request that official transcripts from institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Provide evidence of a current teaching certification.

5. Provide a professional resume.

6. Provide two professional recommendations enclosed in sealed and signed confidential envelopes.

7. Submit a personal essay.

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

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

Transfer Credit

For the FY 2016 year, it is anticipated that a majority of teachers in MD and PA who are currently matriculated into the current RTC/Gratz master's program will decide to continue with the RTC executive or online format courses and transfer to La Salle University. Both La Salle University and the Regional Training Center want to avoid any disruption in the program for Maryland and Pennsylvania teachers as there is both a legal and ethical imperative to continue. To best support those teachers who wish to complete their current program and receive a degree through the La Salle/RTC M.Ed. program beginning 9/1/15, La Salle University has agreed to accept all approved courses that are listed on an official transcript from Gratz College's MA Ed. Following the completion of a transfer form and transcript review, teachers will be able to continue with their graduate program in the Fall of 2015 and receive the La Salle/RTC M.Ed. degree upon successful completion of their coursework. Effective June 30, 2017, La Salle will no longer gradfather Gratz RTC credits. New applicants will be held to the same program standards as other applicants (see below).

For new matriculated students who do not have graduate credits form the RTC/ Gratz MA Ed. program, La Salle University may accept up to a maximum six graduate credits from other colleges or universities pending review and approval by the Associate Director.

Tuition and Fees

Students will register through the Regional Training Center (RTC)'s website and pay the tuition as publicized. Please see http://thertc.net for more information.

Tuition Assistance

For students interested in financial aid for their M.Ed. degree, the information regarding required forms and FAFSA can be found at La Salle's Financial Aid Web site.

Progression through the Program (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 adviser.

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.

Three (3) 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 technology to increase academic achievement of P-12 21st century learners.

Required Core Courses (Six Courses: 18 Total Credits)

- **EDM 535** Brain-Based Teaching and Learning*
- **EDM 540** Cooperative Discipline
- **EDM 545** Assessment Techniques: Assessing for Student Learning
- **EDM 580** Differentiated Instruction*
- **EDM 585** Styles of Teaching: Personality Type in the Classroom
- **EDM 635** Reflective Practice in Teaching

Required Concentration Courses (Three courses: 9 Total Credits)

- **EDM 520** Universal Design for Learning: Reaching All Learners in the Digital Age
- **EDM 555** The Kinesthetic Classroom: Teaching and Learning Through Movement
- **EDM 630** Skills for Building the Collaborative Classroom

Elective Course (Choose One 3-credit course or any other RTC course: 3 Total Credits)

- **EDM 530** Encouraging Skillful, Creative and Critical Thinking
- **EDM 620** The Kinesthetic Classroom II: Movement Across the Standards
- **EDM 625** Teaching 2.0: iPADs In Education

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.

Required Core Courses (Six Courses: 18 Total Credits)

- **EDM 535** Brain-Based Teaching and Learning*
- **EDM 540** Cooperative Discipline
- **EDM 545** Assessment Techniques: Assessing for Student Learning
- **EDM 580** Differentiated Instruction*
- **EDM 585** Styles of Teaching: Personality Type in the Classroom
- **EDM 635** Reflective Practice in Teaching

Required Concentration Courses (Three courses: 9 Total Credits)

- **EDM 515** The Gendered Brain
- **EDM 560** The Culturally Distinctive Classroom
- **EDM 615** From Challenge to Success: ADHD, LD and the Spectrum

Elective Course (Choose One 3-credit course or any other RTC course: 3 Total Credits)

- **EDM 530** Encouraging Skillful, Creative and Critical Thinking
- **EDM 575** Skills and Strategies for Inclusion and Disabilities Awareness
- **EDM 600** Teaching Tweens and Teens for Optimal Learning

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Option 3: Classroom Learning Environments

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.

Required Core Courses (Six Courses: 18 Total Credits)

- **EDM 535** Brain-Based Teaching and Learning*
- **EDM 540** Cooperative Discipline
- **EDM 545** Assessment Techniques: Assessing for Student Learning
- **EDM 580** Differentiated Instruction*
- **EDM 585** Styles of Teaching: Personality Type in the Classroom
- **EDM 635** Reflective Practice in Teaching

Required Concentration Courses (Three courses: 9 Total Credits)

- **EDM 565** Increasing Student Responsibility and Self-Discipline in Learning Communities
- **EDM 570** Motivation: The Art and Science of Inspiring Classroom Succes
- **EDM 605** The Bully Proof Classroom

Elective Course (Choose One 3-credit course or any other RTC course: 3 Total Credits)

- **EDM 530** Encouraging Skillful, Creative and Critical Thinking
- **EDM 600** eaching Tweens and Teens for Optimal Learning Success
- **EDM 630** Skills for Building the Collaborative Classroom

The LEP requirement for these courses supports the Reflective Practice in Teaching Course LEP project.

Course Descriptions

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 521
TEACHING WRITING AND THINKING ACROSS THE CURRICULUM

This course examines, discusses and offers hands-on learning in research-based writing strategies and organizational skills to teachers that integrate oral and written communication in order to enhance the learning process

and encourage creativity and higher-level thinking. The goal: students become better problem solvers and communicators. Also, investigate various strategies necessary to master curricular goals in today's classroom.

EDM 522
INSTRUCTIONAL TECHNOLOGY IN THE 21ST CENTURY

Get wired for success! This course examines, discusses and offers hands-on learning to meet the needs of 21st century "digital natives." Learn how to use Web 2.0 tools (blogs, wikis, digital animation, etc.) and social networking in the classroom. Acquire skills necessary to impact today's learner. Explore critical thinking skills needed to evaluate validity of websites, the new importance of ethical responsibility, ways to address cyber-safety. (This course is beneficial for those with skills from novice to intermediate).

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 600
TEACHING 'TWEENS AND TEENS FOR OPTIMAL LEARNING

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 601
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. Ove of every three schoolchildren born in the year 2000 will be diabetic (CDC). 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 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 615
FROM CHALLENGE TO SUCCESS: ADHD, LD AND THE SPECTRUM

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 EDUCATION

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 631
THE COOPERATIVE CLASSROOM: KAGAN'S INSTRUCTIONAL PRACTICES

This course examines, discusses and offers hands-on learning regarding how cooperative learning improves academic achievement, social skills, self-esteem, and the schooling experience in general. Teaches will explore Kagan's research-supported theories while acquiring a wide range of Kagan's Cooperative Structures and practical instructional methods. Intensify the motivation to learn, decrease time lost to classroom management, and improve acceptance of mainstreamed students.

EDM 635
REFLECTIVE PRACTICE FOR TEACHERS

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 leafing to deeper insights into the nature of teaching and learning.

THE HISPANIC INSTITUTE

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

- M.A. in Bilingual/Bicultural Studies
- M.A. in TESOL (Teaching English to Speakers of Other Languages)
- M.A. in Translation and Interpretation
- ESL Program Specialist Certification
- Certificate in Translation English/Spanish—Spanish/English
- Certificate in Interpretation English/Spanish—Spanish/English

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

Guadalupe Da Costa Montesinos, M.A.
Director
215. 951.1209
montesin@lasalle.edu

If you have any questions regarding any of the Hispanic Institute programs, please contact: hispanicinstitute@lasalle.edu

Mission

The Hispanic Institute at La Salle University fully supports La Salle University's Mission as well as the Mission of the School of Arts and Sciences.

In search of a teaching and learning environment that promotes human dignity, the Hispanic Institute develops and provides graduate education programs guided toward achieving better understanding and human contact effectiveness among the Hispanic and non-Hispanic populations in the Philadelphia and surrounding regions, as well as throughout the nation as a whole. These programs are designed to better qualify professionals of all types to serve the growing Hispanic population in the region and the country at large. Since effective human communication requires both a linguistic and a cultural content, the Hispanic Institute's programs specialize in these two principal fields of knowledge. The objective is for Hispanic and non-Hispanic graduate students to acquire professional-level linguistic skills with the linguistic pair, English/Spanish, and to improve their awareness of the cultural differences and similarities found among various Hispanic groups. Consequently, our programs are focused on language (Spanish) acquisition, the professionalization of that language in specialized applications, and the teaching of English to speakers of other languages. Human dignity requires that our graduate students, in their professional role as nurses, lawyers, teachers, or business people, are capable of providing services to their patients, clients, students, or in a culturally and linguistically appropriate fashion. The Hispanic Institute was created in order to make that goal achievable.

MASTER'S PROGRAMS

- M.A. in Bilingual/Bicultural Studies
- M.A. in TESOL (Teaching English to Speakers of Other Languages)
- M.A. in Translation and Interpretation

Admission Requirements for Master's Programs

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide an official transcript evidencing completion of a bachelor's degree from an accredited institution of higher education. A GPA of 3.0 or better is preferred.

3. Provide evidence of acceptable scores in the Miller Analogies Test (MAT). Also acceptable are GRE and GMAT results. Arrangements to take the MAT may be made with the Counseling Center at La Salle University. Please call 215.951.1355. This requirement may be waived for those applicants that already hold an advanced degree. This requirement may also be waived for those applicants with an undergraduate GPA of 3.5 or better. Proof of an advanced degree will be required (official transcript).

4. Provide a professional résumé.

5. Provide two letters of recommendation from former professors or current supervisors who can address the candidate's ability and motivation for successfully completing a graduate degree.

Additionally, for M.A. in TESOL:

- The applicant must submit a 500-1,000 word essay stating why s/he is interested in the program and what are her/his goals related to the program, including those related to career, research, and academic accomplishments.

Additionally, for M.A. in Translation and Interpretation:

- Provide evidence of an advanced level in Spanish. This may be determined in a variety of ways and will be left to the discretion of the Program Director. Some typical indicators are as follows:

  - As an undergraduate, a Spanish major, minor, or double major with a GPA in Spanish above 3.0

  - Working experience as a translator/interpreter; bilingual competency despite the lack of academic credits specifically in language courses

  - Successful completion (evidenced by official transcript) of studies in a Spanish-speaking country at the university level (grading system will be comparable, and the level expected is "notable" or higher, equivalent to a B or higher);

  - Demonstrated language skills with Spanish and English as determined, through an interview, by the Director of the program. All students will be interviewed by the Director, for language assessment purposes. Inability to show sufficient linguistic competency with the English/Spanish language pair will result in a "no admission" decision irrespective of academic or professional achievement up to that point.

It is preferable (but not required) that candidates for admission to the M.A. in Translation and Interpretation have done some kind of work, voluntary or compensated, in a setting involving intercultural interaction. Typical kinds of experience are community-oriented outreach, hospital volunteering, an undergraduate internship at a place where Spanish is spoken or written as part of the normal routine, or part/full-time work in a school, business, law firm, or clinic/hospital where Spanish was used routinely by the applicant.

The program is also intended to serve working professionals who may have already had formal experience in one of the areas of specialization (legal, health care, or business Spanish). For these individuals, the letters of recommendation required should come from past or present employers.

Additionally, for International Applicants:

- For students whose native language is not English and who do not hold a degree from a U.S. Institution, the Test of English as a Foreign Language (TOEFL) is required. TOEFL scores must be less than two years old to be considered. Only official documents of this exam will be accepted. Students need to score a minimum of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) with a minimum of a 20 in the IBT speaking section. In lieu of the TOEFL, the minimum acceptable composite score for the IELTS is 7. In addition to this testing

requirement and a review of undergraduate academic transcripts, a personal interview is required.

- as an undergraduate, a Spanish major, minor, or double major with a GPA in Spanish above 3.0;

- working experience as a translator/interpreter; bilingual competency despite the lack of academic credits specifically in language courses;

- successful completion (evidenced by official transcript) of studies in a Spanish-speaking country at the university level (grading system will be comparable, and the level expected is "notable" or higher, equilvalent to a B or higher);

- demonstrated language skills with Spanish and English as determined, through an interview, by the Director of the program. All students will be interviewed by the Director, the Graduate Academic Adviser, or both for language assessment purposes. Inability to show sufficient linguistic competency with the English/Spanish language pair will result in a "no admission" decision irrespective of academic achievement up to that point.

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

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

Transfer Credit

The Hispanic Institute at La Salle University will accept up to six (6) graduate credits (generally, two courses) from other accredited institutions' graduate programs. For transferred-in courses/credits, the suggested course(s) must be sufficiently similar to a required course or available to the applicant's elective course within the program that will receive the transfer. The evaluation as to the similarity, and therefore acceptability, with a particular course within the Hispanic Institute's graduate program will be made at the exclusive discretion of the Hispanic Institute's Director.

When an applicant or graduate student desires to have a course considered for transfer into one of the Institute's programs, the applicant/graduate student must provide the Director of the Hispanic Institute the following materials/documents: (1) an official transcript from the graduate program where the suggested transferred-in course was taken and successfully completed; (2) a copy of the graduate catalog from the institution showing the description of the course suggested for transfer-in. If possible, it is very helpful for evaluation purposes to also have the course(s) syllabi, if available.

No course may be transferred with a grade of less than B.

Retention and Completion Requirements

- The program requires that a minimum of a 3.0 GPA (grade point average) be maintained through the complete curriculum. A student that falls below this standard, at any time, is automatically in academic jeopardy and he/she is subject to academic review by the Director. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program.

- In order to earn the M.A. in Bilingual/Bicultural Studies, students must successfully complete all core and elective courses for a total of 33 credits in the program.

- Once an applicant is accepted into the program, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a "leave of absence" be granted. When a leave of absence is granted, it will not exceed a maximum of one year. The period of leave granted will not count toward the maximum seven years permitted to complete the program.

Application Deadline

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained electronically at lasalle.edu. Candidates may contact Graduate Enrollment Services by phone at 215-951-1100, by email at hispanicinstitute@lasalle.edu, by fax at 215-951-1942, or by mail at Office of Graduate Enrollment, La Salle University, 1900 W. Olney Avenue, Philadelphia, PA 19141.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Questions and information about financial aid (FAFSA form and Web Institutional Data Form) should be directed to the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu.

Payment plans and deferred payment option questions, should be directed to Student and Accounts Receivable at 215.951.1055 or bursar@lasalle.edu.

Partial Scholarships

The Hispanic Institute at La Salle University has a very modest scholarship fund. Students wishing to be considered should write a letter stating why they should be awarded a scholarship. The letter must be addressed to the Director of the Hispanic Institute at La Salle University. The letter may be sent as an e-mail or through regular mail.

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

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.
Associate Professors: Biehl, Ossa
Lecturers: Ezquerra-Hasbun, Feria, Fischetti, Hain-Poorman, Kopec, Natalini, Tellez, Toro, Zucker

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.

Description of the Program

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

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

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

If you have any questions regarding the Bilingual/Bicultural Studies Program, please contact: hispanicinstitute@lasalle.edu.

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 comprehend the concept of language as a social behavior within the context of Hispanics living in the USA.

- To acquire a solid historical perspective of various Hispanic groups in the USA with an emphasis on special relationships and conflicts among Hispanic groups themselves and in co-existence with the dominant Anglo culture.

- To acquire an understanding of the roles played by race, ethnicity, language, culture, social stratification, family, class structure, and social mobility among Hispanic groups and in contrast to those played by Anglo society.

Student Learning Outcomes

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

1. Develop proficiency in Spanish so they can better serve as the Hispanic community as nurses, hospital employees, social workers, business professionals, court employees, police officers, human resources professionals, and other professions.

2. Demonstrate the capability of using vocabulary that is pertinent to a particular Hispanic culture to allow circumstantial language usage.

3. 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.

4. Analyze the concept of language as a social behavior within the context of Hispanics living in the USA.

5. 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.

6. 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.

Curriculum

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

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

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

Advanced Language Students:

Core Requirements
- **BLS 508**   Workshops and Symposia
- **BLS 511**   Language and Culture of Puerto Rico I
- **BLS 512**   Language and Culture of Puerto Rico II
- **BLS 520**   Field Experience in the Latino Community
- **BLS 600**   Dynamics of Cross-Cultural Communication
- **BLS 639**   Advanced Spanish Grammar and Syntax
- **BLS 651**   Master's Project
-         Any Caribbean Lit. Course

Electives Requirements
- Any three courses, nine (9) credits offered by any of the programs within The Hispanic Institute (subject to each program's prerequisites)

Intermediate Language Proficient Students:

Core Requirements
- **BLS 502**   Urban Spanish 2
  or **BLS 503** Urban Spanish 3 (depending on proficiency)
- **BLS 504**   Urban Spanish 4
- **BLS 505**   Urban Spanish 5
- **BLS 508**   Workshops and Symposia
- **BLS 511**   Language and Culture of Puerto Rico I
- **BLS 520**   Field Experience in the Latino Community
- **BLS 600**   Dynamics of Cross-Cultural Communication
- **BLS 651**   Master's Project

Electives Requirements
- For students beginning with **BLS 502**:any two courses offered within The Hispanic Institute, subject to each program's prerequisites (6 credits)
- For students beginning with **BLS 503**: any three courses offered within The Hispanic Institute, subject to each program's prerequisites (9 credits)

Not Advanced Language Students

Core Requirements

- **BLS 501**   Urban Spanish 1
- **BLS 502**   Urban Spanish 2
- **BLS 503**   Urban Spanish 3
- **BLS 504**   Urban Spanish 4
- **BLS 505**   Urban Spanish 5
- **BLS 508**   Workshops and Symposia
- **BLS 511**   Language and Culture of Puerto Rico I
- **BLS 520**   Field Experience in the Latino Community
- **BLS 600**   Dynamics of Cross-Cultural Communication
- **BLS 651**   Master's Project

Electives Requirements

- Any one course offered within The Hispanic Institute (Note: If a course is waived with permission of the Director, an elective course is added since candidates must complete 33 credits to earn the M.A. in Bilingual Bicultural Studies degree.)

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (M.A. IN TESOL) INCLUDING: ESL PROGRAM SPECIALIST CERTIFICATION (PA.)

Faculty:

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Feria, Fischetti, Kopec, Zucker

Description of the Program:

Changing national systems and global concerns in an increasingly interdependent world have resulted in a growing demand for Teachers of English to Speakers of Other Languages (TESOL). The Master of Arts program offered by La Salle University is unique in its practical approach to learning, interaction with other cultures, and the integration of community involvement.

The program offers advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies, techniques, strategies, critical thinking, and teaching across the curriculum. It also includes the use of multimedia technology in the second language acquisition process as well as the application of multiple forms of assessment.

The program consists of 12 courses of three (3) credits per course, to be taken in a predetermined fashion. Therefore, a total of 36 credits are required to complete the M.A. in TESOL program. There are nine (9) required courses (27 credits) including a Practicum and Masters Project/ Thesis, supplemented by three (3) elective courses (9 credits) to be selected from the menu of such courses offered at various times. With most courses being offered at convenient times in the evenings, attendance can be on a full-time or part-time basis.

The program has been designed to complement and expand upon the ESL certification requirements in Pennsylvania and other states.

Note: Students earning the M.A. in TESOL will also receive ESL certification in Pennsylvania—provided that the student meets state requirements.

Mission

The mission of this program is to meet that growing demand for Teachers of English to Speakers of Other Languages (TESOL) caused by changing national systems and global concerns in an increasingly interdependent world.

Program Goals

The M.A. in TESOL program at La Salle University has been designed to provide students with the theoretical foundation and contemporary research in linguistics, sociolinguistics, psycholinguistics (second-language acquisition), and related fields to fulfill the following goals:

1. Offer advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies, techniques, strategies, critical thinking, and teaching across the curriculum.

2. Incorporate the use of multimedia technology in the second language acquisition process as well as the application of multiple forms of assessment.

3. Explore research design methods and writing conventions in the field of TESOL.

4. Delve deep into the social, cultural, historical, and very personal arenas within sociolinguistics, educational leadership, and community involvement.

5. Explore the practical foundation in linguistics, and its sub-branches, for teachers who want to apply basic linguistic knowledge and research findings to their practice in the classroom or in course and curricula design.

Student Learning Outcomes

At the completion of the program, the student will be able to:

1. Demonstrate knowledge of the nature of second-language learning, interpret current research as it applies to language teaching, and develop the capacity to apply principles of language-teaching in a variety of contexts.

2. Critically examine and evaluate his own teaching as well as current language-teaching materials and practices.

3. Demonstrate his/her ability to think creatively about teaching English as a second language in order to provide leadership in the field of language teaching.

4. Critically assess issues around educational changes and cultural identity, as well as second language acquisition and use in multilingual societies and communities.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog

Curriculum:

A total of thirty-six (36) credits are required to complete the M.A. in TESOL program. The student must maintain a 3.0 GPA throughout the program (see Retention and Completion Requirements for details).

There are a number of core (required/specified) courses and a number of electives where the student may choose from the menu of courses offered in any one semester. The capstone courses (practicum and master's project/

thesis) are required at the end of the program. Students are required to complete the following courses first: BLS 600, BLS 601, BLS 605, BLS 606, and EDC 650 (see below for course descriptions). Completion of these courses as well as TSOL 701, a practicum/internship, leads to the "ESL Program Specialist Certification" for certified teachers in Pennsylvania.

All courses are three (3) credits each.

CORE COURSES

All students must take these courses and meet any prerequisite indicated.
- **BLS 600** Dynamics of Cross-Cultural Communications.
- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **BLS 605** Curriculum and Development of Bilingual Programs
- **BLS 606** Making Language Connections Through Content in ESOL and Bilingual Classroom
- **TSOL 608** Research Methods in TESOL
- **TSOL 609** Language Study for Educators
- **EDC 650** Language Assessment and Special Education of ESL Learners

Total required core courses: 21 credits

ELECTIVE COURSES:.

- **BLS 604** Cultural Pluralism and Minority Groups in the U.S.A.
- **TSOL 610** Teaching Second Language Writing in TESOL
- **TSOL 611** Multimedia Approaches to TESOL
- **TSOL 612** Sociolinguistics for Educators
- **TSOL 613** Special Projects in English Education

Three (3) elective courses required: Nine (9) credits

PRACTICUM (REQUIRED):

- **TSOL 701** Practicum/Field Experience

All students are required to take this course: 3 credits

MASTER'S THESIS/PROJECT (REQUIRED)

- **TSOL 751** M.A. in TESOL Masters Project/Thesis

All students are required to take this course: 3 credits.

Total required credits for program: 36 credits

MASTER OF ARTS IN TRANSLATION AND INTERPRETATION: ENGLISH/SPANISH-SPANISH/ENGLISH

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.
Associate Professors: Biehl, Ossa
Lecturers: Ezquerra-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

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.

Description of Program

The curriculum for this program is designed to address three of the principal environments where translation and interpretation (English-Spanish and Spanish-English) are currently needed and will be more intensely needed in the future; that is, legal, health-care and business environments. In addition, governing translation/interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 15 courses (three credits each) to be taken in a predetermined fashion. Therefore, a total of 45 credits are required to complete the M.A. in Translation and Interpretation.

As part of the program requirements, the student will complete the following:

- A 100-hour internship with the state courts, a health-care institution, or a translation or interpretation company

- A final master's project, which may take the form of a thesis, under the supervision of an assigned faculty adviser

Program Goals

1. Aquaint 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.

2. Educate individuals for multi-competency employment.

3. Participants will develop awareness of current issues in translation and interpretation studies and practice, and of the importance of professionalizing these occupations.

4. Provide a foundation in the standards of ethics and practice in the profession of translation and interpretation.

5. Offer credits representing academic achievement in a field that is currently seeking professionalization.

6. Keep pace with the need for linguistic specialists in the Philadelphia region and the nation.

Student Learning Outcomes

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

1. 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.

2. 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.

3. Demonstrate expertise in consecutive and simultaneous interpreting

and sight translation, in the legal, healthcare, and business fields.

4. 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.

5. 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.

6. Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.

7. Discover ways to further their professional development.

8. Develop and enhance their linguistic competence and cultural awareness.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Curriculum

A minimum of forty - five (45) credits is required for the degree. All courses are three (3) credits each.

Translation segment:
- **BLS 617**   Technology: Applications in Translation and Interpretation
- **BLS 639**   Advanced Grammar and Syntax
- **BLS 640**   Translation Studies: Theory and Practice
- **BLS 641**   Professional Uses of Spanish: Health Care
- **BLS 642**   Professional Uses of Spanish: Business
- **BLS 643**   Professional Uses of Spanish: Legal

Interpretation segment
- **BLS 610**   Comparative Analysis English/Spanish
- **BLS 611**   Fundamentals of Interpretation
- **BLS 612**   Consecutive Interpretation and Sight Translation
- **BLS 613**   Simultaneous Interpretation
- **BLS 614**   Legal Interpretation
- **BLS 615**   Health-care Interpretation
- **BLS 616**   Business Interpretation

Capstone Project/Experience
- **BLS 701**   Internship
- **BLS 702**   Master Thesis/Project

For the translation segment, BLS 639, 640, and 617 should be successfully completed before the "specialties" (BLS 641, 642, and 643) may be taken. BLS 639, 640, and 617 may be taken simultaneously. The specialties may be taken in any order, but no more than two specialties should be taken in a semester.

For the interpretation segment, the successful completion of BLS 610 and BLS 611 is a requirement to continue with the segment. The first four courses (BLS 610, 611, 612, and 613) should be taken in the order listed (except as noted later); the remaining three "specialties" (BLS 614, 615, and 616) may be taken in any order. A student may take the first two courses (BLS 610 and 611) simultaneously. Equally, the following two courses (BLS 612 and 613) may also be taken simultaneously. No more than two specialty courses should be taken during the same semester.

ESL PROGRAM SPECIALIST CERTIFICATION (ENGLISH AS A SECOND LANGUAGE)

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Feria, Fischetti, Kopec, Zucker

Description of the Program

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

Candidates for ESL certification will undergo a predetermined curriculum consisting of six (6) Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.

- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be aware of various methods, strategies, research findings, and resources that address the educational needs of ELL in their learning process, including the use of computer technology. The student will also be required to gain very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs.

- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services and the promotion of parental/family involvement in the accomplishment and educational needs of ELLs, as well as a complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.

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

Mission

The mission of this program is to be responsive to the growing demand for ESL Certification of K-12 teachers caused by changing national systems and global concerns in an increasingly interdependent world.

Program Goals

The goals of the ESL Certification are the following:

- Offer advanced and up-to-date knowledge in ESL/EFL (English as a Second Language and English as a Foreign Language) methodologies,

techniques, strategies, critical thinking, and teaching across the curriculum.

• Incorporate the use of multimedia technology in the second language acquisition process as well as the application of multiple forms of assessment.

• Explore research design methods and writing conventions in the field of TESOL.

• Delve deep into the social, cultural, historical, and very personal arenas within sociolinguistics, educational leadership, and community involvement.

• Explore the practical foundation in linguistics, and its sub-branches, for teachers who want to apply basic linguistic knowledge and research findings to their practice in the classroom or in course and curricula design.

Student Learning Outcomes

At the completion of the program, the student will be able to:

1. Demonstrate knowledge of the nature of second-language learning, interpret current research as it applies to language teaching, and develop the capacity to apply principles of language-teaching in a variety of contexts.

2. Critically examine and evaluate his own teaching as well as current language-teaching materials and practices.

3. Demonstrate his/her ability to think creatively about teaching English as a second language in order to provide leadership in the field of language teaching.

4. Critically assess issues around educational changes and cultural identity, as well as second language acquisition and use in multilingual societies and communities.

Admission Requirements

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

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

2. Possess a current and valid teaching certificate in some other area.

   OR

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

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

Note: Students are responsible for ensuring they meet all State requirements for ESL certification.

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

Transfer Credit

The Hispanic Institute at La Salle University will accept up to six (6) graduate credits (generally, two courses) from other accredited institutions' graduate programs. For a transferred-in course/credits, the suggested course(s) must be sufficiently similar to a required or available to the applicant's elective course within the program that will receive the transfer. That evaluation as to similarity, and therefore acceptability, with a particular course within the Hispanic Institute's graduate program will be made at the exclusive discretion of the Hispanic Institute's Director.

When an applicant or graduate student desires to have a course considered for transfer into one of the Institute's programs, the applicant/graduate student must provide the Director of the Hispanic Institute the following materials/documents:

• an official transcript from the graduate program where the suggested transferred-in course was taken and successfully completed;

• a copy of the graduate catalog from the institution showing the description of the course suggested for transfer-in. If possible, it is very helpful for evaluation purposes to also have the course(s) syllabi, if available.

No course may be transferred-in with a grade of less than B.

Tuition Assistance

Questions and information about financial aid (FAFSA form and Web Institutional Data Form) should be directed to the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu.

Payment plans and deferred payment option questions, should be directed to Student and Accounts Receivable at 215.951.1055 or bursar@lasalle.edu.

Partial Scholarships

The Hispanic Institute at La Salle University has a very modest scholarship fund. Students wishing to be considered should write a letter stating why they should be awarded a scholarship. The letter must be addressed to the Director of the Hispanic Institute at La Salle University. The letter may be sent as an e-mail or through regular mail.

Retention, Completion and Certification Requirements

Every student in La Salle University's graduate programs is required to maintain a cumulative average of "B." Therefore, a minimum cumulative GPA of 3.0 is required to earn the ESL certificate. A student who at any time falls under this standard is automatically in academic jeopardy and is subject to academic review by the Director of the program. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program. In order to earn the ESL certificate, students must successfully complete all six (6) required courses (18 credits in total). There are no electives in this program.

A student accepted into the ESL certificate program will have a total of four (4) academic years to complete the program. Only in extreme circumstances is a leave of absence granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the maximum completion time of four years.

Curriculum

The Certification for ESL Program Specialist requires a total of six (6) courses (18 credits). All six (6) courses are three-credit core courses.

• **BLS 600** Dynamics of Cross-Cultural Communications

- **BLS 601** Techniques of Teaching English to Speakers of Other Languages
- **BLS 605** Curriculum and Development of Bilingual Programs
- **BLS 606** Making Language Connections Through Content in ESOL and Bilingual Classrooms
- **EDC 650** Language Assessment and Special Education of ESL Learners
- **TSOL 701** Practicum/Field Experience

CERTIFICATES

- Certificate in Translation

- Certificate in Interpretation

Admission Requirements

Candidates for admission to the Certificate in Translation (CIT) or the Certificate in Interpretation Programs at La Salle University must meet the following admission standards:

1. Complete the Application for Admission which may be obtained at http://lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of a successful academic achievement in completion of a baccalaureate degree from an accredited university or college.

3. Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable) an overall GPA (grade point average) of 3.0 or higher (as an undergraduate) is desirable.

4. Provide a professional résumé addressing one's educational and professional background.

5. Provide two letters of recommendation from former professors (undergraduate or graduate) are required. If the applicant has been out of school for three years or longer, current or past supervisors may issue the letters of recommendation.

6. Attend an interview with the Program Director. All students will be interviewed by the Director, for language assessment purposes. Inability to show sufficient linguistic competency with the English/Spanish language pair will result in a "no admission" decision irrespective of academic achievement up to that point.

7. Provide evidence of an advanced level in Spanish. This may be determined in a variety of ways and, ultimately, it will be left to the discretion of the Program Director. Some typical indicators are as follows:

   - when the applicant achieved, at the undergraduate level, a major, minor or double major in Spanish with a GPA of 3.0 or higher;

   - when the applicant has secured working experience as a translator (Spanish-English)

   - when the applicant is able to demonstrate bilingual competency (Spanish-English) despite a lack of academic credits in language courses; or

   - when the applicant has experienced immersion language skill acquisition at a foreign university program sanctioned by an accredited U.S. university and he/she has received a grade of "notable" (B) or better.

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

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

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

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

Retention, Completion and Certificate Requirements

Every student in La Salle University's graduate programs is required to maintain a cumulative GPA of "B" (3.0). Therefore, a minimum cumulative GPA of 3.0 is required to earn the certificate. A student who, at any time, falls under this standard is automatically in academic jeopardy and is subject to academic review by the Director of the program. A student falling below the GPA requirements will be allowed the two following semesters to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program. In order to earn the certificate, students must successfully complete all six required courses (18 credits in total). There are no electives in this program.

An accepted student to the certificate program will have a total of four academic years to complete the program. Only in extreme circumstances is a leave of absence granted. No leave of absence will be granted for more than one year. When a leave of absence is granted, the time period encompassing the leave of absence will not count toward the four-year candidacy maximum.

Application Deadline

Applicants are considered for acceptance into the program throughout the academic year. The application for admission may be obtained electronically at lasalle.edu. Candidates may contact Graduate Enrollment Services by phone at 215-951-1100, by email at hispanicinstitute@lasalle.edu, by fax at 215.951.1942, or by mail at Office of Graduate Enrollment, La Salle University, 1900 W. Olney Avenue, Philadelphia, PA 19141.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Questions and information about financial aid (FAFSA form and Web Institutional Data Form) should be directed to the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu.

Payment plans and deferred payment option questions, should be directed to Student and Accounts Receivable at 215.951.1055 or bursar@lasalle.edu.

Partial Scholarships

The Hispanic Institute at La Salle University has a very modest scholarship fund. Students wishing to be considered should write a letter stating why they should be awarded a scholarship. The letter must be addressed to the Director of the Hispanic Institute at La Salle University. The letter may be sent as an e-mail or through regular mail.

CERTIFICATE IN TRANSLATION: ENGLISH/SPANISH-SPANISH/ENGLISH

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Ezquerra-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

Description of the Program

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

The program is flexible. A total of 18 credits—six (6) graduate courses—are required to earn the Certificate. The order of the courses is only prescribed at the beginning and the end of the program. Intervening courses may be taken in the order desired by the student.

Mission

The mission of the Certificate in Tranlsation 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.

Student Learning Outcomes

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

1. Understand the concept of translation studies by reading informed criticism in the theoretical field, thereby contextualizing the discipline in general terms.

2. Demonstrate and apply enhanced knowledge of Spanish as related to translation practices.

3. Employ limited training in consecutive and simultaneous interpreting, as these skills are required in most fields using translators in the United States.

4. Use specialized vocabulary and concepts in order to work bilingually in law, business, and medicine.

5. Demonstrate knowledge of the translator's place in a professional setting.

6. Discover ways to further their professional development.

7. Develop and enhance their linguistic competence and cultural awareness.

Curriculum

All accepted students are required to take BLS 639 as their first course. If a student is deemed to be extremely skillful, he/she may also take BLS 640 at the same time. BLS 641, 642, and 643 may be taken in any order but only after successfully completing BLS 639 and BLS 640. BLS 700 will be taken last as the "capstone" course for the program. All courses are three (3) credits.

- **BLS 639**   Advanced Spanish and English Grammar and Syntax
- **BLS 640**   Translation Studies: Theory and Practice
- **BLS 641**   Professional Uses of Spanish: Medical
- **BLS 642**   Professional Uses of Spanish: Business
- **BLS 643**   Professional Uses of Spanish: Legal
- **BLS 700**   Consecutive and Simultaneous Interpreting

CERTIFICATE IN INTERPRETATION: ENGLISH/SPANISH–SPANISH/ENGLISH

Faculty

Director: Guadalupe Da Costa Montesinos, M.A.

Associate Professors: Biehl, Ossa

Lecturers: Ezquerra-Hasbun, Fischetti, Hain-Poorman, Natalini, Tellez

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.

Description of the Program

The Certificate in Interpretation address the legal, healthcare, and business environments.

The program consists of seven (3 credits each) courses to be taken in a predetermined fashion. Therefore, a total of 21 credits is required to complete the certificate.

All courses are offered in the evenings. All courses (fall and spring) require a minimum of three hours of class time per week. The fall and spring semesters have a 14-week duration. Summer sessions have a 5.5-week duration and require a minimum of six hours of class time per week.

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.

Student Learning Outcomes for the Certificate

At the conclusion of this certificate, students should be able to:

1. 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.

2. 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.

3. Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.

4. 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.

5. 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.

6. Apply what they have learned in the classroom to real-life working environments through guest speakers, on-site visits, and in-class simulations.

7. Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.

8. Discover ways to further their professional development.

9. Develop and enhance their linguistic competence and cultural awareness.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog

Curriculum

There are seven (7) courses, three (3) credits each, and all are required, for a total of 21 credits. The minimum grade point average required for certification is 3.0, and the time limit for completion of all courses is four years. The recommended pace is one to two courses per semester/summer session so as to finish in four to six semesters/summer sessions, but the actual pace may be individually driven within the limits set.

The required courses are as follows:
- **BLS 610:** Comparative Analysis English/Spanish
- **BLS 611:** Fundamentals of Interpretation
- **BLS 612:** Consecutive Interpretation and Sight Translation
- **BLS 613:** Simultaneous Interpretation
- **BLS 614:** Legal Interpretation
- **BLS 615:** Healthcare Interpretation
- **BLS 616:** Business Interpretation

The successful completion of BLS 610 and BLS 611 is a requirement to continue with the program. The first four courses (BLS 610, 611, 612, and 613) must be taken sequentially or simultaneously in pairs: BLS 610-611and BLS 612-613; the remaining three courses (BLS 614, 615, and 616) can be taken in any order.

The rationale for the sequence is that basic interpreting skills and a theoretical base in interpreting should be acquired in order to further develop skills in the specific areas of legal, health-care, and business interpreting. All courses focus on the language combination English-Spanish.

Course Descriptions

BLS 501 to BLS 505
URBAN SPANISH SERIES
3 credits

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

BLS 508
WORKSHOPS AND SYMPOSIA
3 credits

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

BLS 511
LANGUAGE AND CULTURE OF PUERTO RICO I
3 credits

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

BLS 512 (Summer I Session)
LANGUAGE AND CULTURE OF PUERTO RICO II
3 credits

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

BLS 520
FIELD EXPERIENCE IN THE LATINO COMMUNITY
3 credits

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

BLS 600
DYNAMICS OF CROSS-CULTURAL COMMUNICATION
3 credits

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

BLS 601
TECHNIQUES OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
3 credits

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

BLS 602
HISTORY OF THE AMERICAS
3 credits

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

BLS 603
LITERATURE OF THE SPANISH CARIBBEAN
3 credits

This course is designed to familiarize the student with Caribbean culture and literature as seen through major literary works. Students read novels, short stories, essays, and poetry of such writers as Julia de Burgos, González, Soto, Figueroa, Díaz Valcarcel, Marqués, and Luis Rafael Sánchez. A cultural, sociological, and literary approach is emphasized in order to explore Caribbean culture and the Caribbean individual's perception of society. (In Spanish)

BLS 604
CULTURAL PLURALISM AND MINORITY GROUPS IN THE U.S.A.
3 credits

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

BLS 605
CURRICULUM AND DEVELOPMENT OF BILINGUAL PROGRAMS
3 credits

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

BLS 606
MAKING LANGUAGE CONNECTIONS THROUGH CONTENT IN ESOL AND BILINGUAL CLASSROOMS
3 credits

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

BLS 607
ART AND CULTURE OF THE SPANISH CARIBBEAN
3 credits

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

BLS 610
COMPARATIVE ANALYSIS ENGLISH/SPANISH
3 credits

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

BLS 611
FUNDAMENTALS OF INTERPRETATION
3 credits

This course introduces the basic skills of interpretation: public-speaking, memory work, and text analysis, as well as the theoretical foundations of interpretation. In addition, the students learn terminology research and professional skills: general business practices and ethics. Practicum

emphasis is on public-speaking skills, as well as the ability to understand and analyze a message in the source language (SL) and convey it in the target language (TL) in a straightforward and clear manner.

BLS 612
CONSECUTIVE INTERPRETATION AND SIGHT TRANSLATION
3 credits

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

BLS 613
SIMULTANEOUS INTERPRETATION
3 credits

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

BLS 614
LEGAL INTERPRETATION
3 credits

This course further develops the skills in consecutive interpretation with note taking, sight translation, and simultaneous interpreting. Students are expected to apply the knowledge and skills acquired during the introductory courses and produce interpretations that would be of acceptable quality in a professional setting.

Students are introduced to the procedures in criminal and civil law, legal language, the courtroom, and the Interpreter's Code of Ethics. Practice in the classroom strives to recreate the most common scenarios in which legal interpreting takes place while developing the interpreting skills needed to work as a court interpreter. Students will refine their note-taking skills, and special attention is given to develop stamina and maintain concentration while under stress in the courtroom. Assessment takes into account both accuracy and fluency in delivery.

BLS 615
HEALTH-CARE INTERPRETATION"
3 credits

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

BLS 616
BUSINESS INTERPRETATION
3 credits

This course introduces simultaneous interpreting with text, so that students learn to use visual or written materials appropriately to enhance their accuracy and completeness when interpreting. Conference interpreting is practiced in class, with students carrying on research and preparation for "conferences," including compilations of glossaries and topic research. A code of ethics for conference interpreters is discussed, as well as booth etiquette. In consecutive interpreting, students continue to develop their note taking skills and interpret longer utterances without interruption. Speech production aspects such as voice, fluency, and pacing are assessed as well.

Material for practice comes from diverse business areas such as banking, finance, world economic issues, and insurance, among others. Students are expected to read and research topics, make presentations, practice, grade peer exercises, and provide self-assessment. The purpose of these assignments is to develop confidence and assertiveness in students and resources for them so they are able to deal with nuances of meaning and accuracy in interpretation while delivering the interpretation smoothly and naturally in their target language.

BLS 617
TECHNOLOGY: APPLICATIONS IN TRANSLATION AND INTERPRETATION
3 credits

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

BLS 620
INDEPENDENT STUDY
3 credits

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

BLS 635
MYTHS AND LEGENDS IN CARIBBEAN AND LATIN AMERICAN LITERATURE
3 credits

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

BLS 639
ADVANCED SPANISH GRAMMAR AND SYNTAX
3 credits

This course is designed to provide a review of standard Spanish grammar and syntax for advanced students of the language. It includes intensive

oral and written practice with a view toward improving native and non-native students' speaking and writing skills. The course also intends to make all speakers aware of standard Spanish cultivated in schools of the Spanish-speaking world. (In Spanish)

BLS 640
TRANSLATION STUDIES: THEORY AND PRACTICE
3 credits

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

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

BLS 641
PROFESSIONAL USES OF SPANISH: MEDICAL
3 credits

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

BLS 642
PROFESSIONAL USES OF SPANISH: BUSINESS
3 credits

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

BLS 643
PROFESSIONAL USES OF SPANISH: LEGAL
3 credits

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

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

EDC 650
LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS
3 credits

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

BLS 651
MASTER'S PROJECT/THESIS
3 credits

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

BLS 678
TEXTO EN CONTEXTO: A PANORAMA OF PRESENT-DAY PUERTO RICO THROUGH SELECTED TEXTS
3 credits

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean island nation's social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines, literary genres, and popular cultural forms. Among the social sciences covered are sociology, anthropology, economics, and political science. Literary genres covered include poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. (In Spanish)

BLS 700
CONSECUTIVE AND SIMULTANEOUS INTERPRETING
3 credits

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

BLS 701
INTERNSHIP
3 credits

Upon the conclusion of all other courses in the program, each student is required to complete an internship in one of the following venues: (1) the state courts in Pennsylvania or New Jersey, as openings are available; (2) a health-care institution such as Einstein Hospital or the Shriners Hospital; (3) an international business where translation and/or interpretation is required of the intern; or (4) a translation and interpretation company providing such services to the public, corporations, courts, or health-care organizations. The student has the ability to establish his/her preference. However, the preference voiced is subject to the availability of intern openings at the time. Each student is assigned a faculty supervisor who

monitors the kind of translation/interpretation being conducted by the student and determines if it is appropriate to the development of skills needed for the student. Equally, the faculty member is in a position to assess whether the student is putting into practice the skills and theories learned during his/her coursework. The internship last an entire semester, and a minimum of 100 hours of actual service is required. Service is defined as translation/interpretation time, exclusive of any other associated duties.

BLS 702
MASTER'S THESIS/PROJECT
3 credits

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

ESL 650
LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS
3 credits

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios are addressed specifically. Issues in authentic assessment and assessment in

the content areas are also addressed. This course also helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students analyze the impact that a handicapping condition has on the individual in learning and social environments.
Prerequisites: BLS 600 and BLS 601

TSOL 608
RESEARCH METHODS IN TESOL
3 credits

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

TSOL 609
LANGUAGE STUDY FOR EDUCATORS
3 credits

This course serves as a practical foundation in linguistics and its sub-branches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds, and moves gradually through to morphology, syntax, semantics, and pragmatics, and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings

in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

TSOL 610
TEACHING SECOND LANGUAGE WRITING IN TESOL
3 credits

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

TSOL 611
MULTIMEDIA APPROACHES TO TESOL
3 credits

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

TSOL 612
SOCIOLINGUISTICS FOR EDUCATORS
3 credits

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

TSOL 613
SPECIAL PROJECTS IN ENGLISH EDUCATION
3 credits

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

TSOL 701
PRACTICUM/FIELD EXPERIENCE
3 credits

In this practicum, the students apply what they have learned during their studies in a new setting such as a school or nonprofit organization. Students select the organization with the Director's approval and provide the Director with a supervisor who oversees the practicum at the organization. It is expected that students take advantage of the practicum not only as a way of putting to use what they have learned but also as a means to further understand the cultural dimensions of communication

and nuances of language teaching and learning in a specific setting (the Field Experience).

A Practicum Handbook is available to provide guidance to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via email at montesin@lasalle.edu, by phone at 215-991-3592, by fax at 215-991-3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Students may also contact the Director, Dr. Carmen E. Lamas directly via email at lamas@lasalle.edu or by phone at 215.951.1209.
Prerequisite: Successful completion of all Core and Elective courses, M.A. in TESOL Program and ESL Specialist Certification Program.

This practicum is required by the Pennsylvania Department of Education for the ESL Specialist Certification Program.

TSOL 751
M.A. TESOL MASTERS PROJECT/THESIS
3 credits

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program.

Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.

A Project/Thesis Manual is available to the student through the Graduate Academic Adviser, Ms. Guadalupe Da Costa Montesinos. Ms. Da Costa Montesinos may be contacted via e-mail at montesin@lasalle.edu, by phone at 215.991.3592, by fax at 215.991.3546 or by mail at La Salle University, 1900 West Olney Ave., Philadelphia, PA 19141.

Students may also contact the Director, Dr. Carmen E. Lamas directly via e-mail at lamas@lasalle.edu or by phone at 215.951.1209.

Special Topics

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

MASTER OF ARTS IN HISTORY

Faculty

Director: George B. Stow, Ph.D.
Professors: Desnoyers, Leibiger, F. Ryan, Stow
Associate Professors: Allen, Jarvinen
Assistant Professors: Boudreau, Stebbins
Lecturer: Frassetto, R. Ryan
Professor *Emeritus*: Rossi

Description of the Program

La Salle's M.A. in History program is different from all others in the Mid-Atlantic region in several distinct ways: for example, its two-track program and its unique concentration in Public History.

A Two-Track Program

- M.A. in History (30 credits)
- M.A. in History for Educators (30 credits)

Unique features of the M.A. in History for Educators and the M.A. in History:

1. A common core of seven courses:

   HIS 510: Historiography

   HIS 610: Readings in American History

   HIS 620: Readings in European History

   HIS 630: Readings in World History

   HIS 640: Visualizing History

   HIS 650: Oral History

   HIS 663: Readings and Special Topics in American, European, and Global History

2. The option of either a comprehensive exam or writing a thesis.

These unique features of this program provide distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in history. The appeal for all teachers with teaching certificates is that this program will broaden and deepen their knowledge of history in maintaining active certification status (in conformity with Act 48) and reaching the "highly qualified teacher" category by mastery of content knowledge.

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

- The M.A. in History curriculum is professional in nature and is designed as preparation for the doctorate and for numerous professional careers.

- The common core of seven courses, along with upper-level electives and seminars provides excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

Unique features of the M.A. in History with a Concentration in Public History:

La Salle's M.A. in History with a concentration in Public History provides graduates with both historical content knowledge and professional skills needed for successful careers in Public History by offering the following:

- A general introduction to Public History

- The acquisition of both content knowledge and pedagogical skills in visual representations associated with American social and cultural history

- An introduction to the analysis of material culture and archival analysis

- Familiarization with the workings of history museums and the development of exhibits

- Familiarization with various digital media skills for the development of Web sites and documentaries

- An internship with a public history venue in order to develop skills required for a successful career in public history

George B. Stow, Ph.D.
Director
215.951.1097
stow@lasalle.edu
www.lasalle.edu/gradhistory

If you have any questions regarding the History program, please contact:

gradhis@lasalle.edu

Mission

In accordance with our belief that History is, as G.R. Elton once put it, "the only living laboratory we have of the human experience," the History Department of La Salle University seeks to immerse its students as broadly as possible in that experience. In the best tradition of the Christian Brothers, we aspire to teach our students, "where we find them," regardless of means or status. Toward that end we take to heart the words of the University's mission statement, seeking to "assist students in liberating themselves from narrow interests, prejudices, and perspectives," and to show them the full reach of the human past. We believe that such training develops our students as both active citizens and, more important, as fully-realized human beings.

Program Goals

Instructional Goals:

1. The application of varying historiography

2. The demonstration of a firm understanding of historical content knowledge combined with pedagogy

3. The production of original historical scholarship

4. The ability to form convincing historical arguments

5. The incorporation of substantive primary source material to prove a preconceived thesis

Student Learning Outcomes

At the conclusion of this program, the student should be able to do the following:

1. Understand historiographical approaches

2. Comprehend and retain pedagogical content knowledge

3. Apply critical thinking and analytical skills relative to the contextualization of historical scholarship

4. Use substantive and convincing prose style in order to present meaningful explanations of historical events

5. Appreciate the importance of factual evidence and chronology.

Admission Requirements

M.A. in History and M.A. in History with a Concentration in Public History*

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of completing a bachelor's degree with 18 hours of undergraduate course work in history or a related discipline with a GPA of at least 3.0

3. Provide official transcripts of all undergraduate and graduate course work

4. Obtain and submit an acceptable score on the Graduate Record Exam General Test (Native speakers of a language other than English must submit TOEFL scores.)

5. Provide a Professional Résumé.

6. Request two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.

7. Provide a writing sample (preferably from an undergraduate research paper)

8. Provide a brief personal statement (250 to 500 words)

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

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

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

M.A. in History for Educators*

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. In most cases, candidates for admission to the M.A. program in History for Educators should have taken 18 hours of undergraduate course work in history or a related discipline, with a GPA of at least 3.0.

3. Request that official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Present evidence of one of the following:

a. A currently valid teaching certificate, OR

b. An acceptable score on the Professional Knowledge section of the Praxis Test (Native speakers of a language other than English must submit TOEFL scores.) OR

c. An acceptable score on the Miller Analogies Test (MAT)

5. Provide a Professional Résumé.

6. Request two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.

7. Provide a personal statement of your interest in the program, if requested (optional).

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

All documents should be sent to the following:

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215.951.1100
Fax 215.951.1462
grad@lasalle.edu

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Progression through the Program

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

1.	HIS 510	Historiography
2.	HIS 610	Readings in American History
3.	HIS 620	Readings in European History
4.	HIS 630	Readings in World History
5.	HIS 640	Visualizing History
6.	HIS 650	Oral History
7.	HIS 663	Readings in Special Topics in American, European, and Global History
8.*	HIS 700	History Elective
9.	HIS 770	Thesis Direction I
10.	HIS 771	Thesis Direction II
or		
9.	HIS 710	History Elective
10.	HIS 760	Seminar: Integration and Application of Research Strategies Presented in Core Courses

  * An additional HIS 700 can serve as a substitute for one of the following courses: HIS 640 or 650.

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

1.	HIS 510	Historiography
2.	HIS 610	Readings in American History
3.	HIS 620	Readings in European History
4.	HIS 630	Readings in World History
5.	HIS 640	Visualizing History
6.	HIS 650	Oral History
7.	HIS 663	Readings in Special Topics in American, European, and Global History
8.		History/Education/English Elective
9.	HIS 775	Thesis Direction for Educators I
10.	HIS 776	Thesis Direction for Educators II
or		
9.*	HIS 700	History Elective

10. **HIS 761** Seminar in the History of Education
* An additional HIS 700 can serve as a substitute for one of the following courses: HIS 640 or 650

Required for M.A. with a concentration in Public History (30 Credits)

1. **HIS 505** Introduction to Public History
2. **HIS 510** Historiography
3. **HIS 610** Readings in American History
4. **HIS 615** History of Philadelphia
5. **HIS 640** Visualizing History
6. **HIS 650** Oral History
7. **HIS 665** Museum Studies
8. **HIS 668** Issues and Pracitces in Archival Management
9. **HIS 680** Techniques in Public History
10. **HIS 705** Internship in Public History

Required for Certificate Option (12 Credits)

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

CERTIFICATE OPTION

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

• European History

• American History

• World History

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

For more information, contact the Program Director, Dr. George Stow, at 215.951.1097.

Curriculum for the Certificate Program

Students will complete four courses (12 credits):
• **HIS 510** Historiography

A readings course appropriate to the area
• **HIS 610** Readings in American History OR
• **HIS 620** Readings in European History OR
• **HIS 630** Readings in World History

Goals of the Certificate Program

The goals of each certificate are the following:

• To provide an overview of a particular area with the objective of comprehending an understanding of the area of concentration

• To enable students to apply the certificate toward further studies

Student Learning Outcomes for the Certificate

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

• Be able to read primary source historical documents in their area of specialty

• Contextualize historical events using different analytical methods

• Apply information to current job placements

Mission of the Certificate Programs

Consistent with the mission statement for the graduate program in History per se, the Certification Option aims to "help students to correlate and synthesize information from various fields, to relate the theoretical to the practical, and to develop values in the liberal arts tradition." They are thus in a position to pursue advanced studies in history, or to advance in thier current positions.

Admission Requirements for the Certificate Option

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide official transcripts of all undergraduate and graduate course work

3. Provide a Professional Résumé.

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

* NOTE: The stated admission requirements are construed as guidelines; the graduate admissions committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

All documents should be sent to the following:

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

Students may earn both a B.A. and M.A. in history by participating in the University's Five-Year Program. To be eligible for this option, undergraduate students must complete 90 credit hours, be a history major, and have a minimum GPA of 3.0. Students satisfy the undergraduate history major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, while maintaining a GPA of 3.0 or better. Upon completion of a B.A., students may then enter the M.A. in History program by completing the remainder of the full degree requirements.

Course Descriptions

HIS 505
INTRODUCTION TO PUBLIC HISTORY
3 credits

An introduction to the theoretical and methodological practices of public history. It serves as a foundation for considering the implications of shared practices of history in which professionals consider and collaborate on the meaning of the past for the present.

HIS 510
HISTORIOGRAPHY: INTRODUCTION TO RESEARCH AND HISTORIOGRAPHY
3 credits

This course serves as an introduction to the craft of history. In addition to research methodologies, the course explores different "schools" and approaches to the study of the past.

HIS 610
READINGS IN AMERICAN HISTORY
3 credits

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

HIS 615
HISTORY OF PHILADELPHIA
3 credits

A survey of the history of Philadelphia from its founding to the present through an examination of the peoples who imagined it, built it, and struggled for and over it.

HIS 620
READINGS IN EUROPEAN HISTORY
3 credits

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

HIS 630
READINGS IN WORLD HISTORY.
3 credits

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

HIS 640
VISUALIZING HISTORY
3 credits

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

HIS 650
ORAL HISTORY: THEORY AND PRACTICE
3 credits

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

HIS 663
READINGS IN SPECIAL TOPICS IN AMERICAN, EUROPEAN, AND GLOBAL HISTORY
3 credits

This course examines aspects of a selected topic in American, European, or Global History. Sample titles might include the following: Readings in the History of Educaiton; Readings in the History of Ideas; Readings in Roman History; Readings in English History; Readings in Asian History.

HIS 665
MUSEUM STUDIES
3 credits

An introduction to basic object theory and practice as central to every history museum and historical society. Students will gain practical hands-on knowledge through various assignments such as developing exhibitions and creating clear and proper documentation for researchers and future generations.

HIS 667 (F, S)
HISTORIC SITE MANAGEMENT
3 credits

This graduate level course will introduce the basic principles in the administration of historic houses and historic sites. The course poses two larger questions: What challenges are facing history museums today? What kinds of skills are needed to deal with these challenges? We will discuss ethical and legal issues, strategic planning, museum organization, personnel management, collections management, marketing and public relations and governance. The course will focus specifically on developing student knowledge of current issues in the field and building skills needed to work in various areas of museum management.

HIS 668
ISSUES AND PRACTICES IN ARCHIVAL MANAGEMENT
3 credits

This course is designed to meet two objectives to provide an overview of the field of archival management, and introduce the students to the work of archivists, while at the same time preparing them to fulfill the duties of archivists as a component in a career in public history. The course will also include guest speakers and at least one site visit.

HIS 680
TECHNIQUES IN PUBLIC HISTORY
3 credits

An introduction to the basic concepts of various digital media processes (e.g., the design and publishing of public history projects by using Web sites, audio, and video content). Students will also review and evaluate public history Web sites and other media based on criteria used by professional public history organizations.

HIS 700
HISTORY ELECTIVE: TITLES VARY
3 credits

Samples include "The Ordeal of Total War: World War II"; "England in the Late Middle Ages"; "China and Japan"; "American Intellectual History"; "U.S Constitution in Crises"; "Colonial Latin America"; "The American Revolution"; "The Modern Middle East"; "Progressive Era to New Deal"; "Lincoln and the Civil War"; "America and World War I"; Explorers and Travelers of the 19th Century"; and "Soviet Russia: Lenin to Stalin."

*Can serve as a substitute for HIS 640, HIS 650, or HIS 663

HIS 705
INTERNSHIP IN PUBLIC HISTORY
3 credits

An internship experience that allows students to combine theory and course content knowledge with practice through hands-on experience in one of several public history venues in the Philadelphia area. Working approximately 15 hours a week under professional supervision, students learn how to apply their education. The student will meet with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors.
Prerequisites: Be an M.A. student in History; have at least a 3.0 GPA; have completed all required courses; have permission of the graduate director. Students may not take internship credit with an organization for whom the student works full-time.

HIS 710
HISTORY ELECTIVE: TITLES VARY
3 credits

Samples include "The Ordeal of Total War: World War II"; "England in the Late Middle Ages"; "China and Japan"; "American Intellectual History"; "US Constitution in Crises"; "Colonial Latin America"; "The American Revolution"; "The Modern Middle East"; "Progressive Era to New Deal"; "Lincoln and the Civil War"; "America and World War I"; "Explorers and Travelers of the 19th Century"; and "Soviet Russia: Lenin to Stalin."

HIS 760
SEMINAR: INTEGRATION AND APPLICATION OF RESEARCH STRATEGIES PRESENTED IN CORE COURSES
3 credits

This seminar is designed to allow students to pursue an advanced research project in either American, European, or global history. It also serves to prepare students for a comprehensive exam in their chosen area of concentration.

HIS 761
SEMINAR IN THE HISTORY OF EDUCATION
3 credits

This seminar is designed to allow students to pursue an advanced research project in the history of education, either American, European, or global history. Students may choose to investigate issues within the areas of curriculum and instruction that relate to middle school, secondary school, or higher education and/or that focus on a variety of topics within education including gender, race, class, ethnicity, politics, or religion. Alternatively, students may choose to investigate other institutions whose form and function are essentially educational, e.g., museums, settlement houses, and historical sites.

HIS 770
THESIS DIRECTION I
3 credits

Supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis. Research and completion of thesis continues in HIS 771.

HIS 771
THESIS DIRECTION II
3 credits

Continued supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis, followed by the submission of a final version. Prerequisite: HIS 770.

HIS 775
THESIS DIRECTION FOR HISTORY EDUCATORS I
3 credits

Supervised research for students writing the M.A. thesis in order to develop a suitable thesis topic, to prepare a working bibliography and to begin research. Research continues and is completed in HIS 776.

HIS 776
THESIS DIRECTION FOR HISTORY EDUCATORS II
3 credits

Supervised research for students writing the M.A. thesis in order to compose a detailed outline, to write a draft version of the thesis, followed by the submission of a final version.
Prerequisite: HIS 775.

MASTER OF SCIENCE IN HUMAN CAPITAL DEVELOPMENT

Faculty

Program Director: Lynnette Clement
Lecturers: Burton, Falcone, Smith, Ugras

Description of the Program

"Aligning People Strategies to Organizational Objectives" is the tag line for the innovative Online Master of Science in Human Capital Development (HCD) program. The HCD curriculum is designed for human resource practitioners and managers with workforce development responsibilities. It is a cutting-edge alternative to traditional human resource and business administration MBA degrees. This program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of Human Capital Development principles, methods, and techniques.

The HCD program is offered completely online through the College of Professional and Continuing Studies, because we understand the demands placed on busy working adults. The curriculum was developed primarily for managers and human resource professionals working with managers who demand and expect peak productivity from their workforce, despite a tumultuous economic environment. Accomplishing this objective without diminishing the quality of work for an organization's employees requires a different type of strategic thinking, which is problem-solving from an organizationally holistic point of view.

The Master of Science in Human Capital Development program will teach learners how to serve as internal or external advisers to management at all levels, especially senior management, working to transform the current workplace into the workforce needed one, three, or five years out. Students will learn to develop, implement, and measure strategic human capital plans for their organization.

Whether learners are a project manager or city manager, they will learn how to improve their workforce over time to meet their organization's future needs. The program will teach participants how to develop organizational solutions that will strategically integrate their organization's people, mission, goals, and objectives.

This multidisciplinary curriculum is designed for busy adult learners and integrates courses from psychology, management, negotiation theory, and instructional technology to offer learners a blend of theory and practice. Students are able to focus on a specific aspect of human capital development in fields such as education, healthcare, finance, global corporations, not-for-profit, and government. Students also have the option of surveying many different human capital development initiatives throughout the world.

Lynnette Clement, Ed.M.
Program Director
215. 991.3682
clementl@lasalle.edu
www.lasalle.edu/hcd

If you have any questions regarding the Human Capital Development program, please contact: hcd@lasalle.edu

Mission

La Salle University's Master of Science in Human Capital Development offers students a practical innovative curriculum designed to align people strategies with organizational objectives. Through theory, meaningful research, and practical application, students are exposed to integrated business education and gain necessary skills for developing, implementing, and leading organizational strategic human capital strategies and performance. Faculty and students engage in scholarly discussion, applied research, and theory-based learning methods. La Salle is a Roman Catholic institution of higher education and ensures teaching and learning enriched by the traditions of the De la Salle Christian Brothers.

Program Goals

This program has four broad goals:

1. To give students a theoretically based, practice-oriented best practices framework for human capital development;

2. To emphasize the practical application of knowledge gained;

3. To ensure that the knowledge and experience gained are solidly rooted in ethical practice;

4. To ensure that faculty are current in their knowledge of human capital development topics.

Student Learning Outcomes

At the completion of the program, the student will be able to do the following:

- Explain contemporary human capital development (HCD) theory and how it is strategically integrated with the organization's people, mission, goals, and objectives;

- Recognize the link between human capital development and the organization's bottom line;

- Analyze the human capital development process within organizations;

- Demonstrate strategic HCD decision making that is both legal and ethical;

- Formulate message strategies that demonstrate effective communication with diverse situations and audiences;

- Diagnose complex challenges facing human capital development professionals and generate innovative solutions.

Admission Requirements

The Admission Committee of the Human Capital Development Program is concerned with each applicant's interests, aptitude, and potential for achievement in graduate studies. Program applications are reviewed on a rolling basis. Students may enter the program in the fall, spring, or summer. All candidates must have completed a four-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission. Because oral and written communication is an integral part of many courses, students must have the ability to communicate clearly in English.

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

3. Request an official transcript from the accredited institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Provide a professional résumé.

5. Provide two letters of recommendation from professionals who can address the candidate's ability and motivation for enrollment.

6. Provide a 500- word essay stating why he/she is interested in the program and what his/her goals are related to this program.

*The GRE or GMAT are not requirements for this program.

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

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

Application Deadlines

Although there are no formal application deadlines, we recommend that all information is received in the Graduate Admission Office by July 15 for fall admission, November 15 for spring admission, and April 15 for summer admission. International applicants should consider having their applications filed two months prior to the dates listed above.

Selection Criteria

Because each applicant's background and profile is unique, the Admission Committee does not establish specific quantitative minimum requirements for admission. The University's Nondiscrimination Policy is stated in the introduction section of this catalog. Admission is based solely upon an applicant's qualifications.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

For Information about financial aid (FAFSA and Web Institutional Data Form), please contact the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu.

For information about payment options and the graduate deferred payment plan, please contact the Student and Accounts Receivable Office at 215.951.1055 or bursacct@lasalle.edu.

Progression through the Program

La Salle's M.S. in Human Capital Development will follow the traditional academic calendar at La Salle. A full-time graduate student is one who is matriculated and registered for six or more credit hours per semester. Completion of this program will generally take two years (for students who successfully complete two courses each semester). The courses will be completely online; they will meet both synchronously (live online) and asynchronously (based on the individuals schedule) and will not follow traditional classroom hours. All courses earn three credits. Students will be required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings and may be frequented by students depending on their personal schedules. Currently, the fall, spring, and summer terms are 8 weeks, with the exception of the Senior Capstone course, which runs for 15 weeks.

La Salle also offers the Human Capital Development program as a Certificate program. Students in the HCD Certificate program must successfully complete the following six (6) HCD courses for a total of 18 credits in the program:

HCD 730	Strategic Approaches to Human Capital
HCD 675	Theories of Conflict Analysis and Resolution
HCD 670	Human Resource Development
HCD 710	Investing in Human Capital
HCD 680	Advanced Negotiation Theory and Practice
HCD 720	Legal Environment of HCD

(The HCD Certificate courses are transferrable into the M.S. in HCD program)

To earn the M.S. in HCD degree, students must successfully complete the following twelve (12) courses for a total of 36 credits in the program:

OL 101	CPCS Online Orientation (free, no credit)
HCD 730	Strategic Approaches to Human Capital
HCD 652	Leadership Assessment and Evaluation
HCD 675	Theories of Conflict Analysis and Resolution
HCD 670	Human Resource Development
HCD 710	Investing in Human Capital
HCD 680	Advanced Negotiation Theory and Practice
HCD 720	Legal Environment of HCD
HCD 630	Client Communications and Consulting
HCD 665	Organizational Development and Consulting Process
HCD 900	Capstone Project
HCD 685	Organizational Interventions
HCD 645	Training a Global Workforce

When an applicant is accepted into the program and enrolls in his or her first course, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a leave of absence be granted. When a leave of absence is granted, it will not exceed a maximum of one year; and the period of leave granted will not count toward the maximum seven years permitted to complete the program. To graduate from the program all students must complete the required courses and have at least a 3.0 GPA.

Method of Graduate Instruction/Nature of Research Requirements

Courses are scheduled online to allow students to fulfill their employment or other obligations. Course syllabi specify program expectations and instructional methods for each course in the program.

CERTIFICATE IN HUMAN CAPITAL DEVELOPMENT

Description of the Program

The online Human Capital Development Certificate Program is a twelve-month graduate certificate program that prepares participants for careers in the exciting field of human capital development by providing them with

the skills and tools to better leverage their organizations' human capital and improve their workforce over time to meet their future needs.

Online learning at La Salle offers the same rigorous curriculum as face-to-face learning with increased flexibility for those juggling busy schedules. Courses will meet both asynchronously, using discussion boards, blogs, and journals, and synchronously, using programs that allow real-time chat and video or audio web conferencing to help you stay connected with your instructors and classmates.

Learning Goals

Theory: Students will be afforded a theoretical and intellectual understanding of how HCD is strategically integrated with an organization's ever-changing people, mission, goals, and objectives. This will include a comprehensive understanding of how a HCD framework links the organizations workforce to its bottom line.

Practical experience: Through faculty-practitioners, The certificate focus will be on strategic initiatives as we create a realistic understanding of how organizations invest in their human capital, ethically manage knowledge and measure the development process against their bottom line.

Workforce development: Program participants will learn how to diagnose complex strategic challenges facing HCD professionals and then develop innovative solutions to those challenges.

Curriculum

All accepted students are required to successfully complete the following six courses:

HCD 670	Human Resource Development
HCD 675	Theories of Conflict Analysis and Resolution
HCD 680	Advanced Negotiation Theory and Practice
HCD 710	Investing in Human Capital
HCD 720	Legal Environment of HCD
HCD 730	Strategic Approaches to Human Capital

Course Descriptions

HCD 630
CLIENT COMMUNICATIONS AND CONSULTING
3 credits

This course provides students with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners, coaching, and widespread teams. Drawing on real-world case studies, students will learn how to do comprehensive needs analysis for any potential client, the art of persuasion, as well as how to satisfy a client despite budget and methodology restrictions.

HCD 645
TRAINING A GLOBAL WORKFORCE
3 credits

This course will explore the current globalization and market forces that will affect training and development in future multinational corporations. Students will learn how to use communication tools to meet with a global team and gain knowledge about cultural differences that may affect how training is designed and implemented. Students will gain a richer understanding of the barriers that still impact training global employees and customers.

HCD 652
LEADERSHIP ASSESSMENT AND EVALUATION
3 credits

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

HCD 665
ORGANIZATIONAL DEVELOPMENT AND THE CONSULTING PROCESS
3 credits

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

HCD 670
HUMAN RESOURCE DEVELOPMENT
3 credits

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

HCD 675
THEORIES OF CONFLICT ANALYSIS AND RESOLUTION
3 credits

This course begins with a study of the fundamental reasons for constructive and destructive conflict in workplaces, neighborhoods, classrooms, homes, and religious institutions. The course covers conflict resolution through the use of different dispute resolution models, including arbitration, mediation, peer review, assisted negotiation, ombuds, mini-trial, private judging, conciliation, and a dozen other dispute resolution approaches collectively called Alternative Dispute Resolution, or ADR. The class places an emphasis on resolving conflict through mediation and mediation techniques.

HCD 680
ADVANCED NEGOTIATION THEORIES AND PRACTICE
3 credits

This course explores the theory and practice of negotiation. Successful negotiators adapt their negotiation strategies to match ever-changing circumstances. They must know when to apply a competitive, winner-take-all negotiation strategy as well as when to use a cooperative, win-win approach. The former, distributive bargaining focuses on goals exclusively, while the latter, integrative bargaining, strongly considers relationships in developing interest-based solutions. Negotiation practitioners must correctly apply the proper distributive or integrative approach to a negotiation. This in-depth study of negotiation methodologies with practical application will equip learners with superior negotiation skills for dispute resolution and deal-making.

HCD 685
ORGANIZATIONAL INTERVENTIONS
3 credits

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

HCD 710
INVESTING IN HUMAN CAPITAL
3 credits

This course will evaluate the tangible and intangible costs associated with developing people within an organization from a 360-degree perspective. Students will focus on continuous improvement of the talent management within an organization through long-term investment in leadership. Participants will learn to distinguish between management and mismanagement of human assets and then develop measureable criteria to accentuate positive practices within an organization. Calculating profit per employee (PPE) will be considered along with other measurement tools. This course will also link human capital knowledge with the strategic business activities of the organization from both theoretical and pragmatic perspectives, using case studies. Students will develop a workable theory of knowledge management concepts and tools unique to the individual's field of interest. Recognizing opportunities where knowledge management can best be enhanced within a business community. Learn how to effectively share knowledge across the organization.

HCD 720
LEGAL ENVIRONMENT OF HUMAN CAPITAL DEVELOPMENT
3 credits

Drawing on real-world case studies and current events, this course will provide students with a working knowledge of the HCD legal environment. This course covers employment law for managers and human capital strateghists, including employment discrimination, agency, independent contractors, employment-at-will, privacy expectations, and related trends. Understanding the distinctions between legal and ethical HCD decision making is only the beginning of the decision-making process. Fashioning a sound legal and ethical strategy from competing priorities will be addressed. Appreciating both the global diversity and conflicting nature of legal environments under which HCD decisions are made will be emphasized.

HCD 730
STRATEGIC APPROACHES TO HUMAN CAPITAL
3 credits

Accurately assessing and adjusting HCD policies, processes, and practices will be the focus of this course. Connecting individual and organizational learning to improve not just the organizations' "bottom line" but also the sustainability of highly competent talent. This includes reshaping human capital goals to meet continuously changing global political, social, and economic environments. Advancing alternative solutions that are both tactical and ethical to long-established talent management practices will be emphasized. Creating strategic environments that will turn organizational talent into a long-term competitive advantage will be addressed from pragmatic and theoretical perspectives.

HCD 900
CAPSTONE – HUMAN CAPITAL DEVELOPMENT INDEPENDENT STUDY

The Capstone Project is an opportunity to pursue an independent learning experience focused on a specific aspect of Human Capital Development that is of strong interest to the individual. The project is intended to stretch participants beyond what they have previously learned and to build on their skills and knowledge in ways that are relevant to their professional goals. Participants will complete a project such as case study, research project, training, program design or evaluation, or paper. Each student presents his or her findings in an oral presentation and in a written document that contains a review of relevant literature as well as a description of how the project relates to that literature. In addition to working one-on-one with the Capstone Instructor, learners will work closely with one another on Capstone Projects offering ongoing peer comments and constructive criticism as the project develops.

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

Faculty

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

Professor: Longo, Miller, Seltzer, Smither, Tavana

Associate Professors: Blum, Highley, Kirsch, Redmond, Szabat

Assistant Professors: McCoey, Turk, Wang

Lecturers: Cerenzio, Grosso, Henry, Levinson, McManus, Monaghan, Wacey

Description of the Program

In the Master of Science in Information Technology Leadership (M.S. in ITL) program, students examine the foundation of information technology and the leadership skills needed for mid- to high-level information technology or systems managers. There is ample evidence that companies have a significant need for such leaders with the widespread use of information technology. Industry studies report that it is important for both the technical and the business sides to better understand each other's jobs and functions, especially as technical people assume project management roles.

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

Margaret McCoey, M.S.
Director
215.951.1136
mccoey@lasalle.edu
www.lasalle.edu/itleader

If you have any questions regarding the Information Technology Leadership program, please contact: itleader@lasalle.edu

Mission

The M.S. ITL program is consistent with the philosophy of graduate education at La Salle. Through its core competencies, the program enables the students to acquire both the conceptual foundation of leadership skills and technology concepts and then apply these to the Information Technology/Systems profession as project managers and technical leaders. Thus it enables them to advance their professional career as leaders in information technology, effectively and strategically managing both human and technical resources.

Program Goals

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

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

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

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

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

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

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

The program is offered mainly in an online format. Some courses are still offered in the traditional format and are offered at three convenient locations in Pennsylvania: at La Salle's Main Campus in Philadelphia, at the Bucks County Center in Newtown, and at the Montgomery County Center at Metroplex Corporate Center in Plymouth Meeting.

Student Learning Outcomes

At the completion of this program, students should be able to do the following:

- Use basic skills in information technology and communication skills.

- Apply information technology competencies.

- Apply leadership competencies.

- Apply managerial competencies regardiing information technology resources.

- Be able to know how to keep pace with the rapid advancements in technology.

- Complete an integrative capstone experience.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in the completion of a baccalaureate degree from an accredited institution of higher education with an appropriate major. Appropriate undergraduate majors include, but are not limited to, management science, business administration, electrical engineering, systems engineering, mathematics, computer science. A minimum undergraduate GPA of 3.0 will normally be required.

3. Provide official transcripts from all undergraduate and graduate colleges and universities he/she has attended. For students whose undergraduate

transcripts are from institutions outside the U.S.: Transcripts/marksheets must be sent to the World Education Service (www.wes.org) for a course-by-course evaluation. An appropriate background in management science, systems analysis and design, computer science, or a related discipline, or other equivalent training is required. On the basis of admissions credentials, students may be required to complete a few foundation courses.

4. Provide a professional resume addressing one's educational and professional background.

5. Provide two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in the program.

6. Attend an interview with member(s) of the admission committee. These are typically telephone interviews.

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

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral and written communication is an integral part of many courses, students must communicate clearly in English. Since this program is offered in an online format, it does not meet the requirement for a U.S. student visa.

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

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference Section of this catalog.

Tuition Assistance

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

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

Progression through the Program

Students must complete between 36 and 45 graduate credits in the program to complete the M.S. I.T.Leadership degree. Each student is required to complete up to two foundation courses, nine core competencies courses, two elective courses, and the capstone experience. The total number of credits to fulfill the requirements depends upon the student's academic and professional background.

The design of this program assumes that the student has a background in information science, information systems, or business administration.

Some students may be required to take one or two foundation courses to supplement their experience.

Keep Exploring Program

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

Master's Degree Requirements

Twelve to 14 courses (at least 36 graduate credits) are required for the degree. The following outline specifies the program requirements regarding the foundation, core, electives, and capstone courses. Individual plans for progression will be determined for each student in consultation with the Program Director.

Foundation Courses

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

Databases
CIS 523   Data Processing and Database Management

Networks
CIS 540   Network Theory

Core Competencies Courses

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

Managerial Competencies (all three required)
CIS 612   Ethics, Issues, and Government Regulations
CIS 615   Project Management
MBA 810   Self-Assessment for Leadership
or **INL 652** Leadership Assessment and Evaluation

Technical Competencies (three courses; one required and two selected)
INL 631   Technology Architecture (required)
CIS 624   Data Warehouses
INL 644   Information Security
INL 650   User-Interface Technologies

Technology Management (all three required)
INL 632   Technology Development Management
INL 660   Effective Strategic IS/IT Planning
INL 736   Organizational Effectiveness: Beyond the Fads
or **HCD 730** Strategic Approaches to Human Capital (for online students)

Electives (two selected)

Electives provide the framework for keeping pace with the rapid advancements in technology. Students are required to take two elective courses.
CIS 658   Data Mining
INL 635   Digital Media Content Development
INL 653   Web Services and Solutions
INL 665   Computer Digital Forensics
INL 668   Computer and Network Security
INL 743   Entrepreneurship

INL 760   IS/IT Human Resource Management

Capstone Experience (one course)

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

INL 880   IT/IS Capstone Experience

FIVE-YEAR BACHELOR'S IN COMPUTER SCIENCE OR INFORMATION TECHNOLOGY TO MASTER'S IN INFORMATION TECHNOLOGY LEADERSHIP

Students may earn both a B.A. in Computer Science and a M.S. in Information Technology Leadership, a B.A. in Information Technology and a M.S. in Information Technology Leadership, or a B.S. in Information Technology and a M.S. in Information Technology Leadership by participating in the University's Five-Year 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, of which a maximum of six may be graduate credits, while maintaining a GPA of 3.0 or better. Upon completion of a bachelor's degree, students may then enter the M.S. in Information Technology Leadership program and complete the remainder of the full degree requirements.

Course Descriptions

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

INL 631
TECHNOLOGY ARCHITECTURE
3 credits

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

INL 632
TECHNOLOGY DEVELOPMENT MANAGEMENT
3 credits

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

INL 635
DIGITAL MEDIA CONTENT DEVELOPMENT
3 credits

This course addresses the intersection of digital technology theory and practice with content delivery, media literacy, and audience interface. Topics include Web-based languages (HTML5, CSS3, JavaScript) and authoring environments to develop a framework for specialized digital media content. Students are required to complete projects that integrate the use of digital media with Web-based content.

INL 644
INFORMATION SECURITY
3 credits

This course explores all aspects of computing and communications security, including policy, authentication, authorization, administration, and business resumption planning. It examines key security technologies, such as encryption, firewalls, public-key infrastructures, smart cards, and related technologies that support the development of an overall security architecture. Coursework includes plans for developing and implementing a technology security strategy focused on business needs.
Prerequisite: CIS 540

INL 650
USER-INTERFACE TECHNOLOGIES
3 credits

This course will examine the issues associated with human-computer interaction, including interface-design principles, human-computer task allocation, and interface technologies, such as GUIs, speech, virtual reality, body interfaces, and mimetics. It will also address how to design interfaces likely to enhance performance. Discussion of interface technologies support for good interface design, so technology managers can understand interface issues in technology choice. Evaluation methods will also be examined, so UI designers can determine if their interfaces are enhancing or degrading human performance. Course work will include a significant team project in which end-user needs are understood, a prototype is developed using a chosen user-interface technology, and persuasive presentation is delivered.

INL 653
WEB SERVICES AND SOLUTIONS
3 credits

This course explores current Web services and solutions used in technology projects. Case studies are used to identify technology options and explore solution alternatives, including the use of open source technologies, and packages. Students investigate case studies to propose interface solutions and alternatives with standard frameworks (i.e., Windows and Linux). Students work in groups to analyze case solutions for controlling the application development, deployment, and maintenance for a real-world problem.

INL 660
EFFECTIVE STRATEGIC IS/IT PLANNING
3 credits

This course discusses the management of the development, planning, and utilization of IT business systems within an organization. This course addresses business models, organizational impact, IT infrastructure, secure IT services, and delivery. Students complete online reading, discussions and participation, and assignments, as well as written and oral presentations.

INL 665
COMPUTER DIGITIAL FORENSICS
3 credits
This course is cross-listed with ECF 665.

INL 668
COMPUTER AND NETWORK SECURITY
3 credits

Students will study and implement basic comuter 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.

INL 736
ORGANIZATIONAL DESIGN: BEYOND THE FADS
3 credits
This course is cross-listed with MGT 736.

INL 743
ENTREPRENEURSHIP
3 credits

This course is cross-listed with MGT 743.

INL 760
IS/IT HUMAN RESOURCE ADMINISTRATION
3 credits
This course is cross-listed with MGT 760

INL 880
INTEGRATIVE CAPSTONE
3 credits

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

MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY MANAGEMENT

Faculty

Program Director, Margaret McCoey
Associate Professor: Ugras
Lecturers: Caputo, Defelice, Ellis, Georgo, Lombardozzi, Longstreth, McManus, Place, Smith

Description of the Program

The future of learning is online or on a screen or device. Learning and training organizations require managerial leadership that can devise and implement enterprise solutions. Learning executives, instructional architects, and designers occupy many roles within a company. They assess performance goals; develop learning objectives; design instructional materials; deliver curriculum in classrooms, online, and in blended environments; and use new and ever-evolving technologies to reduce costs. These are the people who are responsible for the ongoing training and development required to develop human talent and increase profitability.

La Salle's M.S. in Instructional Technology Management (ITM) program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques. ITM is focused on adult learning theories and methods in the context of the corporate, organizational and institutional training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning, mobile learning, blended, ubiquitous learning in corporate, government, or educational settings. It also equips the learner with the leadership skills necessary to provide the vision, strategies, and solutions needed to create and sustain a learning culture. The outcomes of this program are designed to support learning leaders in the context of a virtual global workforce.

Graduate education at La Salle emphasizes students' ability to apply universals and specifics to actual situations, to distinguish relationships, to analyze critically, to rearrange component ideas into new wholes, and to make judgments based on external criteria. The M.S. in ITM attracts people of many backgrounds and experiences, as well as those who are looking to enter into a new field. The field of instructional technology supports La Salle's mission that education should be useful and of service by placing individuals in positions in corporations where they will have the means to develop an educated, able, as well as productive national and international workforce.

The ITM program uses an online experiential learning model integrating technologies and replicating the types of learning that graduates of the program in their respective fields will use in the workplace. Learners will take courses incorporating the latest learning technologies. This approach strengthens teamwork, communication, and professional bonding. The entire curriculum "walks the walk" and uses the ADDIE model as a base for each course and evaluation.

La Salle's ITM is unique and highly regarded internationally for its focus on the 21st century workplace learning and leadership, providing learners with access to state-of-the-art multimedia video and audio integration opportunities in the Communication Department's production studios and media arts laboratories as well as offering expertise regarding management and leadership development. In addition, highly successful professionals experienced in working in multi-national corporations teach courses that provide learners with real insight into the field.

The strength of the program is its emphasis on practical and authentic learning assessment and application, built on a strong foundation in which students learn by hands-on experience.

T.B.A.
Director
www.lasalle.edu/itm

If you have any questions regarding the Instructional Technology Management program, please contact: itm@lasalle.edu

Mission

Consistent with Lasallian values, the Mission of the Instructional Technology Management M.S. program is to provide an excellent scholar practitioner education in instruction, design, and technologies to serve corporations, organizations, institutions and government.

Program Goals

Theory

Goal #1:

To provide learners with a theoretical and intellectual foundation of instructional design principles, methods, and techniques.

Goal #2:

To provide learners with a practical and applicable understanding of adult learning theories as they relate to corporate and global workforces.

Hands-on Design Experience

Goal 3:

To enable learners with opportunities to evaluate instruction, conduct assessment and evaluations of products, programs, and methods in the context of the corporate training environment.

Goal 4:

To provide learners opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings.

Goal 5:

To provide learners with an understanding of assessment and evaluation techniques commonly used in the field by instructional designers.

Goal 6:

To prepare learners with the ability to design and recognize the design of quality instruction geared toward continuous learning and leadership development for a global workforce.

Management

Goal 7:

To enable learners to understand the challenges that face instructional designers working in a corporate environment and to be able to work successfully to meet the training needs of any business.

Goal 8:

To develop the leadership capacities of learners.

Goal 9:

To develop learner communication skills necessary for a position as an instructional designer consultant or manager working with large teams within multinational companies.

Student Learning Outcomes

Upon completion of the program, the student will be able to do the following:

1. Design and select curriculum for the adult learner
2. Examine theory to practice situations and identify e-learning techniques
3. Design and select appropriate delivery methods for the adult learner
4. Evaluate the needs of a particular group of adult learners
5. Assess and implement collaborative online and social networking applications
6. Demonstrate knowledge of current project management practices as they apply to the development of e-learning
7. Produce, edit and manage the process of professional media production
8. Create an e-portfolio demonstrating a variety of instructional e-learning approaches

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

3. Provide official transcripts from the accredited institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Provide a professional résumé.

5. Provide two letters of recommendation from professional references (optional).

For international student applicants, an acceptable TOEFL test score with a statement of financial responsibility and official documentation from the student's sponsor's financial institution. La Salle University also requires that the student applicant sends his or her transcripts/ marksheets to the World Education Services (www.wes.org) or a similar credential evaluation service for a transcript evaluation report.

The GRE or GMAT are not requirements for this program.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral communication is an integral part of many courses, students must communicate clearly in English.

This program is designed to be a terminal program and is not designed solely to prepare learners for doctoral programs. This program leads to a professional degree intended to position graduates in corporations, organizations, institutions, or business enterprises in the area of instructional technology management.

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

Tuition

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Questions and information about financial aid (FAFSA form and Web Institutional Data Form) should be directed to the Director of Student Financial Services at 215.951.1070 or finserv@lasalle.edu.

Payment plans and deferred payment option questions, should be directed to Student and Accounts Receivable at 215.951.1055 or bursar@lasalle.edu.

Progression through the Program

La Salle's M.S. in Instructional Technology Management (ITM) program follows the traditional academic calendar at La Salle. The typical length of the semester is 15 weeks. A full-time graduate student carries a minimum of 6 semester credit hours. Some courses may require more hours per week in some areas of instruction. All courses are three credits, online courses that will meet both synchronously (optional) and asynchronously. Students will be required to participate in chat sessions and/or discussion boards, which will take the place of classroom meetings and may be frequented by students depending on their personal schedules. The fall and spring terms are 15 weeks, and the summer sessions are 12 weeks.

In order to earn the degree, students must successfully complete all 12 ITM courses for a total of 36 credits in the program. Once an applicant is accepted into the program and registers for his or her first course, a maximum of seven years will be allowed for the successful completion of the program. Only in extreme circumstances will a leave of absence be granted. When a leave of absence is granted, it will not exceed a maximum of one year, and the period of leave granted will not count toward the maximum seven years permitted to complete the program. All students must complete the program with a minimum GPA of 3.0 or above.

Course Sequence

ITM 600	Principles of Instructional Design
ITM 605	The Adult as Learner
ITM 615	Web Design, Usability, and Visual Literacy
ITM 620/COM 675	Professional Media Production
ITM 625	E-Learning in the Corporate Environment
ITM 635	Evaluation and Assessment of Learning Programs
ITM 630	Client Communications and Consulting
ITM 645	Training a Global Workforce
ITM 610/CIS 615	Project Management
ITM 640	E-Collaboration for Instructional Technology
ITM 650/MBA 810	Self-Assessment for Leadership
ITM 700	Capstone Project

Method of Graduate Instruction/Nature of Research Requirements

Courses are scheduled online to allow learners the flexibility of fulfilling their employment or other obligations. Course syllabi specify methods for each course in the program.

Capstone Project

ITM 700, the capstone course, provides learners with a chance to integrate the principles of instructional design that they have learned over the course of two years with real life, industry specific instructional design problems. Using guest lecturers from various regional industries, learners analyze a problem and work together to come up with a plausible training solution. Either through interning or through collaborative discussions with those in the field, learners select a training problem of interest to them and complete an instructional design process, whereby they assess the situation, develop a strategic plan, design the type of training, and begin implementation of the training. Additionally, the capstone is taught entirely online so that learners may have flexibility in their schedules to intern at a corporate office. As an online course, the capstone itself is a basis for learners to consider new ideas in online learning and discover for themselves what works and what does not work. The online guest speakers, as well as the readings and discussions, offer learners a chance to explore critical topics in the field that may impact the design of their projects.

CERTIFICATE PROGRAM IN INSTRUCTIONAL TECHNOLOGY MANAGEMENT

Description of the Program

Research shows that the field of e-learning is growing and many new professionals will be needed in the future. The certificate in ITM provides the opportunity for graduates to prepare for many roles within an organization; assessing performance goals, developing learning objectives, designing instructional materials, delivering curriculum in classrooms, online or in blended environments, and using new and ever-evolving technologies to improve human performance and reduce costs.

The certificate requires half number of credits and courses required for the M.S. in ITM (therefore, 18 credit hours/6 courses). Just like the M.S. in ITM, the ITM Certificate program combines theory, hands-on design experience, and management skills to provide learners with a theoretical and intellectual foundation of instructional design principles, methods and techniques. It provides an understanding of adult learning theories and the training to evaluate software, applications, programs, and methods in the context of the corporate training environment. This program provides opportunities to design, build, and implement multimedia and online projects for e-learning in corporate, government, or educational settings with an understanding of assessment and evaluation techniques. This program will also equip the learner with the leadership skills necessary to provide the vision, strategies, and solutions needed to create and sustain a learning culture. This certificate program is designed in the same context as the M.S. in ITM degree and is essential in the global corporate, organizational, or government training environments.

The ITM graduate certificate program provides an entry vehicle for those who want to further their education in ITM, but may not be ready to pursue the M.S. degree.

The certificate includes six courses:
ITM 600 Principles of Instructional Design
OR
ITM 605 The Adult as Learner

AND
ITM 610 Project Management
ITM 615 Web Design, Usability, and Visual Literacy

The other three ITM courses are elective requirements and can include any ITM course, except ITM 700, which is the M.S. Capstone project.

The tuition and fees for the ITM Certificate program are the same tuition and fees for the M.S. in ITM program.

Mission

Consistent with Lasallian values, the Mission of the Instructional Technology Management certificate program is to provide an introduction to training and learning using instruction, design and technologies to serve corporations, organizations, institutions and government.

Program Goals

1. To provide learners with a theoretical and intellectual foundation of adult learning or instructional design principles, methods, and techniques.

2. To provide learners with an understanding of good visual design and interface techniques commonly used in the field by instructional designers.

3. To provide learners with an understanding of project management commonly used in the development of corporate e-learning.

4. To provide learners with an introduction to the instructional technology management field.

Student Learning Outcomes

Upon completion of the program, the student will be able to do the following:

1. Discuss the challenges of working in a corporate environment and be able to work successfully to meet the training needs of any business.

2. Evaluate the foundation of adult learning and instructional design principles, methods, and techniques.

3. Evaluate software, applications, programs, and methods in the context of the corporate training environment.

4. Understand the application of project management techniques for the training and learning environment.

Admission Requirements

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

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.

3. Provide official transcripts from the accredited institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Provide a professional résumé.

5. Provide two letters of recommendation from professional references (optional).

For international student applicants, an acceptable TOEFL test score with a statement of financial responsibility and official documentation from the student's sponsor's financial institution. La Salle University also requires that the student applicant sends his or her transcripts/ mark sheets to the World Education Services (www.wes.org) or a similar credential evaluation service for a transcript evaluation report.

The GRE or GMAT are not requirements for this program.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral communication is an integral part of many courses, students must communicate clearly in English.

This program is designed to be a terminal program and is not designed solely to prepare learners for doctoral programs. This program leads to a professional degree intended to position graduates in corporations, organizations, institutions, or business enterprises in the area of instructional technology management.

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

Course Descriptions

ITM 600
PRINCIPLES OF INSTRUCTIONAL DESIGN

Overwhelmingly, corporations are interested in managers of learning and training with strong backgrounds in principles of instructional design, and they want their employees to be able to tie learning outcomes to productivity rates and product growth. This course will begin with instructional design's background in developmental psychology and will cover several working instructional theories, such as the Dick and Carey, ISD,RPD, and the ADDIE models, as well as cognitive, social, behavioral, and constructivist learning theories as they apply.

ITM 605
THE ADULT AS LEARNER

This course focuses on adult learners as they exist in the workforce. Using a scholar practitioner approach, learners will design curriculum for adults and practice teaching techniques to engage adult learners. Tracing the history of adult developmental psychology, this course addresses the wide range of adult-learner audiences that an organization might have to provide training for, including top management, support personnel, and potential customers.

ITM 610
PROJECT MANAGEMENT

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

ITM 615
WEB DESIGN, USABILITY, AND VISUAL LITERACY

This course is a survey course intended to provide learners with generalized knowledge of Web design, aspects of visual literacy, and usability as well as accessibility concerns. With more online learning opportunities, and customized learning built into Learning Management Systems, this course will provide learners with an understanding of usability principles to be able to communicate with Web designers and build their own pages. Knowledge of file structure and types, images, tables, and use of industry-standard software, such as Dreamweaver, will be covered. Learners will gain basic knowledge of HTML in order to develop learning programs online. This course will discuss how visual media is used to convey messages, both in print and online, and the differences inherent in them. Learners will finish the course with ample practice in production, selection, and use of visual imagery, associated software, and file types.

ITM 620
PROFESSIONAL MEDIA PRODUCTION

This course presents current audio and video practices and technologies used in corporate and institutional communications. Learners will implement these pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Learners will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

ITM 625
DEVELOPING AND TEACHING IN ONLINE DISTANCE EDUCATION

This course will have students thinking and acting like Chief Learning Officers (CLOs) by asking them to architect and manage a business's e-learning strategy and enterprise systems. Selecting a company of their choosing, students will design an ideal-state enterprise learning function by analyzing that organization's needs and resources; defining the enterprise learning vision, mission, and guiding principles; articulating that functional area's deliverables, standards, and metrics; and laying out the organizational structure, core processes, and technology infrastructure. Through case-based learning, students will address a variety of models as well as strategic and tactical issues that CLOs need to manage as it relates to their e-learning capabilities—issues such as information security, buy vs. build, in-source vs. out-source, fair use, privacy, bandwidth, globalization, localization, data tracking, reporting, archiving, accessibility, usability, and utilization. Students will analyze and compare a variety of enterprise e-learning platforms, including authoring systems, learning management systems, evaluation systems, performance support tools, informal learning tools, and social media.

ITM 630
CLIENT COMMUNICATIONS AND CONSULTING

This course provides learners with the skills needed to effectively communicate with clients, including those of large and small corporations, working with global partners and widespread teams. Drawing on real-world case studies, students will learn how to do a comprehensive needs analysis for any potential client, the art of persuasion, and how to satisfy a client despite budget and methodology restrictions.

ITM 635
EVALUATION AND ASSESSMENT OF LEARNING PROGRAMS

Assessment and evaluation of curriculum, multimedia, and programs developed for learning are constantly tied to corporate performance outcomes and, ultimately, pay and profits. This course covers criterion-based formative and summative evaluations of learning products and curriculum. Learners will use real-life examples to create a job analysis or program by conducting focus groups, developing criterion-based instruments, analyzing the findings, and presenting suggestions for improvements. Learners compare and contrast many of the evaluation theories currently used in the workplace and develop a functional training and performance evaluation model of their own.

ITM 640
E-COLLABORATION FOR INSTRUCTIONAL TECHNOLOGY

This course provides an overview of electronic collaboration processes, design, issues, and applications. This course will consider the usage of electronic collaboration tools both for instructional design and as courseware. Students critique these different types of tools, which include electronic mail, intranets, portals, online communities, Web blogs, dashboards, conferencing, forums, meeting rooms, learning management, calendars, social media, workflow, and knowledge management.

ITM 645
TRAINING A GLOBAL WORKFORCE

This course focuses on the impact of globalization on training and development in multinational corporate and educational environments. Students explore cultures and how to use methodologies to research, assess, and adapt content to meet the needs of learners from around the world. Students also gain an understanding of the best practices used to create effective learning in various multicultural environments.

ITM 652
LEADERSHIP ASSESSMENT AND EVALUATION

This course is cross-listed with HCD 652. The course description is included in the Human Capital Development program listing.

ITM 700
CAPSTONE
3 credits

Students use the capstone to select a real-life, industry-specific instructional challenge. Then they execute the instructional design process, conduct a needs assessment, develop a strategic plan, design a prototype of the training, implement the training, and evaluate the results. They may work in collaboration with or intern at a specific company or organization to gain experience in the field.

MASTER OF SCIENCE IN NONPROFIT LEADERSHIP

Faculty

Program Director, Laura Otten, Ph.D.
Lecturers: Brown, Kelley, Otten, K. Reilly, M. Reilly, Trimarco

Description of the Program

The Master's in Nonprofit Leadership is an interdisciplinary program intended for both those already working in the nonprofit sector as either a paid employee or a volunteer, as well as those who wish to move into the nonprofit sector. Preparing leaders for the nonprofit world of the 21st century requires competency in many different disciplines. Thus, the program draws from the disciplines of finance, marketing, planning, evaluation, and more, in order for students to develop the understanding needed to be a successful nonprofit leader and run a successful nonprofit business (understanding that nonprofits are businesses). Graduates of this program, however, will not only have gained that interdisciplinary framework and knowledge needed to lead, they will also have had an opportunity to apply that knowledge and learn the challenges of aligning theory and practice.

The program adheres to the crucial goals of 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 will dissect the data to understand better the past and 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 will equip students with the ability to balance theory and reality, a constant need in the real work world. It aims to prepare students to be successful paid leaders in the nonprofit sector, as well as very knowledgeable volunteers, should they choose to serve on a nonprofit board or board committee.

Graduate programs promote lifelong learning in response to the changing and diverse needs of the 21st century workplace and the global community.

The current workforce will need more nonprofit employees in general, and leaders in particular. In the decade 2000-2010, the nonprofit sector achieved an average annual growth rate of 2.1%, while the for-profit sector declined by an average of -.6% a year. Based on past performance, it is predicted that the nonprofit sector will need approximately 68,500 senior management level positions annually going forward. Directly and indirectly, the program curriculum will teach students the importance of bringing research and theory into their daily practice to ensure that they are driving their organization on the good-better-best practices continuum, aiming always for best practices.

Laura Otten, Ph.D.
Director
215. 951.1118
otten@lasalle.edu
www.lasalle.edu/nonprofitleadership

If you have any questions regarding the Nonprofit Leadership program, please contact: npl@lasalle.edu

Mission

The mission of the Master's in Nonprofit Leadership is to educate those who seek a leadership position anywhere in the nonprofit sector and provide them with the knowledge, theory, skills, and approaches necessary to guide an organization successfully through the ever changing and complex environment in which we all operate in order to best fulfill the promises of all nonprofits: to improve the quality of lives of all and enrich the communities in which we live.

Program Goals

The program has the following three broad goals:

1. to give students a theoretically based, practice-oriented, best practices framework for leading in the nonprofit sector of the 21st century, which translates into competencies in finance, fund development, governance, human resources, marketing, and planning;

2. to emphasize the practical and real time application of knowledge gained, to ensure that students don't just learn ideas about leading a nonprofit but also have experienced how to organize and assess them in the real world under the tutelage of an experienced professional; and

3. to ensure that both the knowledge and experience gained are solidly rooted in ethical practice. Thus, while there is a course focused on the law and ethics of nonprofits, ethical practice will run continuously through each class in the curriculum.

The nonprofit sector is extremely diverse, from social service organizations to arts and culture to environment to social justice and more. The National Taxonomy of Exempt Organizations, used by the IRS and others, identifies 26 major categories of nonprofits, and 655 detailed categories. Variety aside, the majority of the task of leading a nonprofit varies little from category to category. Thus, the program will prepare students to work anywhere in the sector.

Student Learning Outcomes

At the completion of this program, the 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 both legally and ethically;

- Determine through self-assessment and conversation with others, their most appropriate role in the nonprofit sector.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. An undergraduate GPA of 3.0 is recommended.

3. Provide official transcripts of all university-level work attempted or completed.

4. Provide a current professional résumé.

5. Provide two letters of recommendation from professional or academic references.

6. Provide a personal statement explaining the applicant's interest in and goals for pursuit of this degree.

7. Attend a face-to face or virtual interview with the Director of the program, if requested.

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

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Progression through the Program

The MNL requires a minimum of 33 credit hours for graduation. Students with at least five years paid work experience in the nonprofit sector in a senior leadership position may be waived out of NPL 605 at the Director's discretion. The decision to waive this class will be determined at the time of admission, based on the required documents listed above. If waived out of NPL 605, students will be required to take a three-credit graduate elective approved by the Program Director.

Students will be allowed to take up to six credits a semester. A sample roster for a student taking six credits during fall and spring semesters and three credits over the summer could, as suggested below in the model roster, complete the degree in as few as seven semesters. A student will, however, have a maximum of seven years to complete the degree, should s/he desire.

First Year

Fall
  NPL 605/MGT 730   Nonprofit Management
  NPL 615   Nonprofit Finance

Spring
  NPL 620   Fund Development for Nonprofits
  NPL 625   Strategic Planning for Nonprofits

Summer
  NPL 610   Governance and Leadership

Second Year

Fall
  NPL 630   Law and Ethics in the Nonprofit Sector
  NPL 645   Marketing for Nonprofits

Spring
  NPL 635   Program Evaluation for Nonprofit Leaders
  NPL 650   Issues and Trends in the Nonprofit Sector

Summer

  NPL 640/MBA 810   Self-Assessment for Leadership

Third Year

Fall
  NPL 700   Capstone

Graduation Requirements

Successful completion of all required courses within a 7-year period is required for graduation. Additionally and importantly, all students must have a cumulative minimum grade point average of 3.0 to graduate.

Course Descriptions

NPL 605/MGT 730
NONPROFIT MANAGEMENT
3 credits

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

NPL 610
GOVERNANCE AND LEADERSHIP
3 credits

This course is designed to provide students with a full understanding of the roles and responsibilities of American nonprofit boards, individual board members and executive leadership, as well as the interplay of all, and alternative model(s). Through class, readings and assignments, students will learn the theory and the ideal and compare it with the reality. As a result , they will be able to formulate a strong board, devise a strong governance-leadership relationship, evaluate ongoing performance, and support ongoing positive outcomes.

NPL 615
NONPROFIT FINANCE
3 credits

This course is designed to provide the skills and knowledge to plan an organizational budget, to implement best practices in financial policies and procedures, to evaluate financial statements, to make financial decisions, and to comply with the legal reporting requirements.

NPL 620
FUND DEVELOPMENT FOR NONPROFITS
3 credits

This class offers an overview of fundraising trends, concepts, and strategies. Students will gain an understanding of how fundraising works, and learn how to design contributed revenue programs for charitable nonprofit organizations. Major topics include donor motivation, communicating your organization's worth to donors, and selecting effective fundraising strategies based on an organization's individual circumstances. Students will learn how to raise funds from individuals, foundations, and corporations. Issues of ethics in fundraising will also be explored.

NPL 625
STRATEGIC PLANNING FOR NONPROFITS
3 credits

This class focuses upon strategic planning/strategic management, essential skill areas for the 21st century leader. The course highlights planning models as well as key planning functions. The course is "Grounded in theory; anchored in application." Students will learn and apply a set of well-established planning tools and techniques. This course is collaborative, placing shared responsibility for learning upon all participants, students and instructor alike. This course is interactive, featuring a variety of learning tools and approaches. Real work samples are introduced and multiple learning techniques employed.

NPL 630
LAW AND ETHICS IN THE NONPROFIT SECTOR
3 credits

This class is about both law and ethics, underscoring that they are not synonymous. Students will gain an understanding of the legal requirements and ethical considerations surrounding everything from starting and dissolving a nonprofit to the laws of fundraising and lobbying. As a class for nonprofit leaders, not lawyers, the course is designed to allow students to appraise and interpret the legal and ethical frameworks necessary to ensure compliance and the ability to construct the right questions to ask of an attorney, the right ethical challenges to propose to staff and board and the tools and knowledge needed to design an organization that is not only legally compliant but ethically run.

NPL 635
PROGRAM EVALUATION FOR NONPROFIT LEADERS
3 credits

Program Evaluation for Nonprofit Leaders recognizes that the nonprofit sector has entered the "Age of Assessment." This course covers both quantitative and qualitative theories and approaches to evaluation with special accent upon measuring program outcomes. The course utilizes a well respected, time tested evaluation model for evaluation and a hands-on approach to apply concrete, practical tools and techniques. Applications range from preparing an evaluation design to demonstrating specific skills such as developing logic models, survey design, and focus group facilitation. The course does not emphasize statistical or technological applications.

NPL 652
LEADERSHIP ASSESSMENT AND EVALUATION
3 credits

This course is cross-listed with HCD 652. The course description is included in the Human Capital Development program section.

NPL 645
MARKETING FOR NONPROFITS
3 credits

The course will enable participants to understand the advanced principles of marketing and public relations with the purpose of applying them as part of the strategic planning knowledge base required of any high-level nonprofit executive. By the end of the course, participants will be proficient in preparing a marketing plan and putting these principles into practice.

NPL 650
ISSUES AND TRENDS IN THE NONPROFIT SECTOR
3 credits

This course is designed to provide students with the knowledge and understanding of current "hot topics" in the nonprofit sector, from social innovation and microfinancing to venture investors and changing political tides and attitudes to LC3s and proposed tax changes—whatever are the timely ideas that could change and/or influence how nonprofits will need to work. In order to truly keep this class current, more specific topics may be added and others dropped (because they have become accepted) to course content prior to each semester it is offered. As a result of this class, students will be equipped to evaluate and interpret the nonprofit landscape in order to devise a successful sustainability strategy for a nonprofit.

NPL 700
CAPSTONE
3 credits

The Capstone Project is an independent learning experience focused on a specific aspect of nonprofit leadership, based on a student's interests. The capstone is intended as an opportunity both to integrate all that has been learned throughout the course of the degree program and to explore more deeply a particular subject matter tied to a student's professional development. Each student will be required to present her/his capstone project both orally and in written form.

MASTER OF SCIENCE IN NURSING (MSN)

Faculty

Chair: Patricia A. Dillon, Ph.D, R.N.

Professors: Wolf, Kurz

Associate Professors: Bailey, Czekanski, Dillon, Donohue-Smith, Frizzell, Hoerst

Assistant Professors: Hoerst, Kinder, Piper, Townsend, Uribe, Wilby

Description of the Program

The program of study may be completed in any of ten tracks:

• Adult Gerontology - Clinical Nurse Specialist,

• Clinical Nurse Leader

• Nursing Administration/MBA (dual degree),

• Nursing Service Administration (for those with a prior MBA),

• Nursing Administration,

• Nurse Anesthetist,

• Adult-Gerontology Primary Care Nurse Practitioner,

• Family Primary Care Primary Care Nurse Practitioner,

• Public Health Nursing,

• Public Health Nursing/MPH (dual degree).

• The curriculum reflects a balance between liberal and professional education and is designed to foster intellectual inquisitiveness, analytical thinking, critical judgment, creativity, and self-direction under the guidance of quality faculty. Students are adult learners from diverse backgrounds who participate in the development of their own agendas for learning within a planned program of studies.

Patricia A. Dillon, Ph.D., R.N.
Chair
215.951.1322
dillonp@lasalle.edu
www.lasalle.edu/gradnursing

If you have any questions regarding the Nursing program, please contact: msnapn@lasalle.edu

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 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

• Educate baccalaureate prepared nurses for leadership roles in clinical nursing, advanced practice, nursing education, or administration.

• Meet the health needs of diverse individuals, families, groups, communities, and populations across various environments.

• Support Faculty and Students scholarly activity that informs clinical practice and performs professional development.

Student Learning Outcomes:

At the completion of the program the student will be able to do the following:

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 inter-professional 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 inter-professional 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 insure quality care for vulnerable and underserved populations. (Essential 7, 8)

10. Support Faculty and Students scholarly activity that informs clinical practice and performs professional development.   (Essential 9)

Accreditation

The Master of Science in Nursing degree program is accredited by the Commission on Collegiate Nursing Education.:

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waved for applications submitted online.

2. Provide Evidence of successful academic achievement in completing a baccalaureate degree in nursing from an NLNAC- or CCNE-accredited program or the MSN Bridge program for those R.N.s with a non-nursing baccalaureate degree. Undergraduate coursework must include an introductory statistics course (including inferential and descriptive) and an undergraduate nursing research course. Students who have earned a GPA of 3.2 or higher in their undergraduate program may be formally accepted into the Master of Science program upon receipt of all required documents for admission and a review by the Graduate Nursing Admissions and Progressions committee.

3. Students with an undergraduate BSN GPA of less than 3.2 are required to present test scores from the GRE (Graduate Record Exam), MAT (Miller Analogies Test) or GMAT (Graduate Management Aptitude Test), to be considered for admission into the program. Students should aim for a score above the 50th percentile for the verbal and quantitative sections. Please submit the GREs or MATs scores with your application.

4. For inquiries, contact mba@lasalle.edu. The Frank J. Tornetta School of Anesthesia at Einstein Montgomery Hospital must first accept those students applying to the Nurse Anesthetist Track. Please contact the Frank J. Tornetta School directly at 484.622.7280 for an application packet.

5. Provide a professional résumé.

6. Provide two letters of reference from professors or supervisors. At least one reference must be an academic reference.

7. Provide evidence of current R.N. licensure in the United States.

8. Provide evidence of one year of relevant clinical experience as a registered nurse.

9. Part of the application process includes an interview. Interviews with selected candidates are scheduled following committee review of the completed application. During the interview, you will be asked to write a one page philosophy statement articulating your professional values, future educational goals, and the reason for your track selection.

Please note that the completed application needs to be submitted for consideration.

The application deadline dates are:

Summer Semester start – April 1

Fall Semester start – July 15

Spring Semester start – December 1

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

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

Transfer Credit

With approval of the program director, students may transfer up to 6 hours of graduate work into graduate programs that are 36 credit or less. Students may transfer upto 9 hours of graduate level work in programs that are greater than 36 credits in length. Course credit may only be transferred from graduate programs at accredited intituitions, and only courses with a grade of "B" or better can be transferred.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

Grant funding and Graduate Assistantships might be available. Consult with the Director of the Graduate Nursing Program regarding eligibility.

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

Progression through the Program

The following is presented as a model for progression through the Master of Science in Nursing program. Individual plans for progression will be determined for each student in consultation with the Program 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 59 graduate credits (depending on track)

Core: Required of students in all tracks (12 credits)
NUR 604   Research for Evidence-based Practice I
NUR 605   Research for Evidence-based Practice I
NUR 607   Advanced Nursing Roles in Health Care
NUR 608   Advanced Nursing Practice for Population-Based Care

Track: Requirements vary with specialization chosen.

Clinical Nurse Leader

NUR 512	**NUR 631**
NUR 616	**NUR 633**
NUR 617	**NUR 634**
NUR 618	
Total Credits: 34	

Adult Gerontology Clinical Nurse Specialist

NUR 512	**NUR 621**
NUR 616	**NUR 625**
NUR 617	**NUR 626**
NUR 618	**one elective**
NUR 620	
Total Credits: 41	

Nurse Anesthetist

NUR 616	NUR 685
NUR 617	NUR 686
NUR 618	NUR 687
NUR 681	NUR 688
NUR 682	NUR 689
NUR 683	NUR 690 (elective)
NUR 684	NUR 691

Total Credits: 54-57

Adult Gerontology Primary Care Nurse Practitioner

NUR 615	NUR 661
NUR 616	NUR 665
NUR 617	NUR 666
NUR 618	One elective
NUR 660	

Total credits: 41

Family Primary Care Nurse Practitioner

NUR 615	NUR 663
NUR 616	NUR 664
NUR 617	NUR 665
NUR 618	NUR 667
NUR 660	NUR 668
NUR 661	NUR 669

Total Credits: 45

Public Health Nursing

NUR 635	NUR 655
NUR 637	NUR 656
NUR 650	NUR 610 or NUR 611
NUR 651	Two electives

Total Credits: 41

Nursing Service Administration (with prior MBA)

MBA (transfer nine credits)

NUR 512	NUR 645
NUR 565	NUR 646
NUR 635	
NUR 640	

Total Credits: 41

Nursing Administration

NUR 512	NUR 640
NUR 565	NUR 641
MBA 615	NUR 645
MBA 691	NUR 646
MBA 810	no electives

Total Credits: 41

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

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

Nursing Courses	MBA Courses
NUR 604	MBA 610
NUR 605	MBA 615
NUR 607	MBA 625
NUR 608	MBA 630
NUR 640	MBA 690
NUR 645	MBA 691
NUR 646	MBA 692
	MBA 810
	MBA 820
	MBA 830
	MBA 901
	MBA 902

Total Credits: 59

Master of Science in Public Health Nursing/Master of Public Health (MSN/MPH) Track

This dual degree track prepares public health nurses to meet health needs of diverse populations through community assessment, program planning, and policy development and provides opportunities for knowledge and skill development to solve public health problems, with particular emphasis on health disparities in urban communities. The strategies of consumer advocacy and resource utilization are important components of the track. Graduates are prepared to integrate the fields of nursing, community development, politics, administration, education, public policy, epidemiology, sociology, and research in urban as well as rural settings.

MSN Core–PHLT Core Knowledge (21 credits)

PHLT 520	Environmental Health and Program Design
NUR 604	Research for Evidence-Based Practice I
NUR 605	Research for Evidence-Based Practice II
NUR 607	Advanced Nursing Roles in Health Care
NUR 608	Advanced Nursing Practice in Population-Based Care
PHLT 704	Statistics and Biostatistics
PHLT 705	Social and Behavioral Sciences in Public Health

MSN Advanced Core–PHLT Cross-Cutting Knowledge (21 credits)

PHLT 500	The Ethical Basis of the Practice of Public Health
PHLT 530	Health Care Administration
PHLT 540	Intro to Public Health
NUR/PHLT 635	Health and Poicy and Program Planning and Evaluation
NUR/PHLT 637	Epidemiology
NUR 610	Nursing and Health Education
or	
PHLT 512	Informatics
PHLT 696	Grant Writing Seminar

Specialized Track (20 Credits)

NUR 650	Public Health Nursing I
NUR 651	Public Health Nursing II
NUR 655	Field Study I (256 clinical practicum hours) (4 credits)
NUR 656	Field Study II (256 clinical practicum hours) (4 credits)
PHLT 752	Capstone I
PHLT 753	Capstone II

Total Credits: 62

Dual Degree Information

Dual degree programs are offered for: MSN/MPH and MSN/MBA

MSN/MPH

This dual degree track prepares public health nurses to meet health needs of diverse populations through community assessment, program planning, and policy development and with opportunities for knowledge and skill development to solve public health problems, with particular emphasis on health disparities in urban communities. The strategies of consumer advocacy and resource utilization are important components of the track. Graduates are prepared to integrate the fields of nursing, community development, politics, administration, education, public policy, epidemiology, sociology, and research in urban as well as rural settings.

This track requires a total of 500 clinical hours. The clinical experiences are in NUR 655 and NUR 656.

This program is under revision and currently not accepting applications for admission.

MSN/MBA

This dual degree program prepares nurses for leadership positions in a reformed health care system in all types of nursing and health care practice settings. The curriculum focuses on the disciplines of nursing, management, and business and emphasizes the delivery of quality health care services. Graduates participate fully in the strategic and operational activities of health care agencies. Students in the MSN/MBA track must take the GMAT standardized test to be accepted. Students must also be accepted by the MBA program mba@lasalle.edu.

This track requires a total of 250 clinical hours in two of the nursing courses. The clinical experiences are in NUR 645 and NUR 646. There are additional field work requirements in selected MBA courses.

Pre-program Basic Skills** 3 Courses (1 credit each)
MBA 501   The Executive Communicator: Presentation Module
MBA 502   Computer Literacy for the Contemporary Business Environment
MBA 503   Mathematical Methods Module*

*not required

**not required for most students

This program is under revision and currently not accepting applications for admission.

Post-Master's Nursing Certificates

Post-Master's Certificate Options are also available in all M.S.N. tracks:

Adult-Gerontology Clinical Nurse Specialist, Nurse Anesthesia, Adult Gerontology Primary Care Nurse Practitioner, Family Primary Care Nurse Practitioner, Public Health Nursing, and Nursing Administration/ MBA. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

Adult-Gerontology Clinical Nurse Specialist

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.

This track requires a total of 512 clinical hours. The clinical experiences are in NUR 625 and NUR 626.

Nursing Administration

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

This MSN degree track prepares the graduate student for leadership positions in a health care delivery system in all types of nursing and health care practices. The curriculum focuses on the discipline of nursing and health care.

This track requires 250 clinical hours. The clinical experiences are NUR 645 and NUR 646.

This program is under revision and currently not accepting applications for admission.

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 and NUR 666.

Family 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 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 NUR 665, NUR 667, NUR 668, NUR 669.

For post master's certificate students who are already adult nurse practitioners, the clinical requirements are 306 hours.

Public Health Nurisng

This post-master's certificate option is available for nurses who hold a Master of Science in Nursing degree.

This track prepares public health nurses to meet health needs of diverse populations through community assessment, program planning, and policy development. The strategies of consumer advocacy and resource utilization are important components of the track. Graduates are prepared to integrate the fields of nursing, community development, politics,

administration, education, public policy, epidemiology, sociology, and research in urban as well as rural settings.

This track requires a total of 512 clinical hours. The clinical experiences are in NUR 655 and NUR 656.

This program is under revision and currently not accepting applications for admission.

Certificate Admission Requirements

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

1. Complete the Application for Admission which may be obtained at http://lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waved for applications submitted online.

2. Provide evidence of successful academic achievement in completing a master's degree in nursing from an accredited program. of all required documents for admission and a review by the Graduate Nursing Admissions and Progressions committee.

3. Provide a professional résumé.

4. Provide two letters of reference from professors or supervisors. At least one reference must be an academic reference.

5. Provide evidence of current R.N. licensure in the United States.

6. Provide evidence of one year of relevant clinical experience as a registered nurse.

7. Part of the application process includes an interview. Interviews with selected candidates are scheduled following committee review of the completed application. During the interview, you will be asked to write a one page philosophy statement articulating your professional values, future educational goals, and the reason for your track selection.

Please note that the completed application needs to be submitted for consideration.

The application deadline dates are:

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Course Descriptions

✆ identifies courses that have been designated as having a service-learning component.

NUR 500
ETHICS IN NURSING
3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on their application to practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decision for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

NUR 512
INFORMATICS
3 credits

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 520
SPIRITUALITY IN NURSING AND HEALTH CARE
3 credits

This course provides an introduction to the role of spirituality in nursing practice. The course will analyze the paradigm shifts that have occurred in the history of professional nursing regarding the place of spirituality in professional nursing practice. It explores the phenomenon of spirituality in health and illness across the lifespan and from the perspectives of multiple religious and cultural world views. The course offers students an opportunity to reflect on their understanding and experience of spirituality and how spirituality influences personal decision making. The applicability of current research and specific nursing theories to the practice of spiritually sensitive nursing care is also addressed. Emphasis is placed on personal spirituality as a resource for the provision of nursing care that respects the diverse religious traditions and spiritualities of clients.

NUR 565
SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS
3 credits

This course explores medication errors and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and other health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians are emphasized.

NUR 567
CARING THEORY, CARING PRACTICE
3 credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and

other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. Intentional caring and self-care are also analyzed.

NUR 574
INTRODUCTION TO GRADUATE RESEARCH AND WRITING
3 credits

A cross-disciplinary seminar that introduces students to the latest research technology and databases for advanced work in their major. Emphasis on research and communication skills, including oral presentations and written reports and papers. An individualized paper or written project, approved by the student's department, will be completed by each participant in the seminar.

NUR 581
THE SCHOOL NURSE AND THE EXCEPTIONAL CHILD
3 credits

This course examines the principles of school nursing applied to children with special education and health-related needs. Students explore the practical applications of laws, rules, and regulations that form the basis for accommodating the needs of exceptional children. Emphasis is placed on identifying common health problems and disabilities, nursing care management, and interdisciplinary decision-making. This course addresses Knowledge of Content (IA-ID), Performances, and Professionalism (IIIA-IIID) specified in the School Nurse Guidelines of the Pennsylvania Department of Education Standards.
Prerequisite: None

NUR 582
SCHOOL NURSE PRACTICUM
4 credits

This course provides the student with a practicum in school nursing to meet the entry criteria for school nurse certification in the Commonwealth of Pennsylvania and meets Standards IV, V, VI, and VII of the Pennsylvania Department of Education General Standards and School Nurse Guidelines I.A., I.B., I.C., I.D., II, III.B., III.C., and III.D. Practicum students will demonstrate the school nurse role under the supervision of a certified school nurse mentor. Students applying to take course will present a dossier detailing previous work experience and professional academic experience for evaluation by the School of Nursing.
Prerequisite: NUR 581

NUR 604   ✍
RESEARCH FOR EVIDENCE-BASED PRACTICE I
3 credits

This course explores the relationships among research, theory, and practice. Students appraise scholarly literature and evaluate its quality and applicability to clinical practice. A critical review of the literature guides the evolution of a clinically focused research question. Students investigate research methods and standards and approaches of evidence-based practice. Various research designs are contrasted.

NUR 605   ✍
RESEARCH FOR EVIDENCE-BASED PRACTICE II
3 credits

This course is a continuation of Research for Evidence-Based Practice I (NUR 604). Students develop research proposals, generated by research questions and the literature review, completed in NUR 604. They also examine research design, treatment of variables, sampling, measurement theory, probability theory, qualitative and quantitative analysis, and the use of the computer in data analysis. Ethical and legal principles related to the conduct of nursing research will be discussed. Students employ evidence-based practice strategies to inform clinical practice decisions.
Prerequisite: NUR 604

NUR 607   ✍
ADVANCED NURSING ROLES IN HEALTHCARE
3 credits

This course examines the evolution of advanced education nursing in the context of changing health-care delivery systems. Students explore health-care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health-care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary networking and coalition-building skills in leadership roles extending beyond the traditional health-care environment.

NUR 608   ✍
ADVANCED NURSING PRACTICE FOR POPULATION-BASED CARE
3 credits

In this course, students develop cultural competence regarding the role of the advanced practice nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

NUR 610
NURSING AND HEALTH EDUCATION
3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory and the critical analysis of theories of learning and teaching strategies as well as the exploration of current issues in nursing education, nursing practice, and public/health education.
Prerequisite: None

NUR 611
METHODS OF EDUCATION IN NURSING
3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.
Prerequisite: None

NUR 615
FAMILY SYSTEM CONCEPTS FOR PRIMARY CARE
3 credits

This course explores theoretical perspectives on individuals' health within the family system, emphasizing vulnerable and underserved populations. Societal-level patterns of aging are investigated, including issues affecting family systems at the national and global levels. Family assessment, human development, and life transitions theory are introduced to prepare students

to provide anticipatory guidance and advance care planning. Family responses to and coping mechanisms associated with acute, chronic, and terminal illness are scrutinized. Principles of cultural competence and leadership/change agency are explored.

NUR 616
ADVANCED HEALTH ASSESSMENT
3 credits

This course addresses the health assessment of individuals across 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.
Prerequisites: Core, NUR 617, NUR 618

NUR 617
ADVANCED PHARMACOLOGY
3 credits

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/Corequisite: NUR 618

NUR 618
ADVANCED PATHOPHYSIOLOGY
3 credits

This course integrates physiological principles, clinical manifestations, and advanced nursing practice implications with the clinical decision-making process. Common pathological syndromes and disorders are explored across 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.
Prerequisite: Core

NUR 620
BIOPSYCHOSOCIAL PROCESSES: NURSING CARE OF ADULTS IN HEALTH AND ILLNESS
3 credits

This course explores biopsychosocial and cultural processes in relation to health, illness, and healing in diverse human systems, especially those from vulnerable and under-served populations. Students evaluate significant health problems that represent leading causes of mortality and morbidity for adults from early adulthood through senescence. Evidence-based nursing interventions for adult and geriatric patients with varied health problems ranging from primary to acute concerns are evaluated from the Clinical Nurse Specialist's caring perspective. The National Association for Clinical Nurse Specialists' (NACNS) Statement on Clinical Nurse Specialist Practice and Education, the Clinical Nurse Specialist Core Competencies, and Adult-Gerontology Clinical Nurse Specialist Competencies provide the role context for the course with

adult-gerontology population content provided using relevant resources to achieve nationally validated competencies with an emphasis on quality improvement, outcomes management, research, and evidence-based practice.

NUR 621
BIOPSYCHOSOCIAL PROCESSES II: NURSING CARE OF ADULTS IN HEALTH AND ILLNESS
3 credits

This course is a continuation of NUR 620 which explores biopsychosocial and cultural processes in relation to health and healing in human systems especially those from vulnerable and under-served populations. Students evaluate significant health problems which represent the leading causes of mortality and morbidity for adults in the United States. Nursing interventions for adults with these problems are evaluated from the Clinical Nurse Specialist's caring perspective and from the service orientations of culturally competent health promotion, disease prevention, health maintenance, and health restoration. The National Association for Clinical Nurse Specialists (NACNS) practice and education standards are emphasized. (Under revision)

NUR 625
FIELD STUDY IN ADULT HEALTH AND ILLNESS I
4 credits

This seminar and preceptored practicum course is designed to integrate theory, practice, and research as the basis for advanced clinical practice for clinical nurse specialists (CNS). Nursing care needs of adults and their responses to health and illness are explored within the context of health promotion, maintenance, and restoration health-care services. Clinical practica are structured according to the needs of the graduate student. The seminars provide a forum for discussion of the roles of the advanced practitioner. Practica and seminars enhance knowledge, skills, and attitudes relevant to advanced nursing practice in a variety of settings. This course requires 250 hours of clinical practicum.
Pre-requisites: NUR 616, Core
Co-requisite: NUR 621

NUR 626
FIELD STUDY IN ADULT GERONTOLOGY HEALTH AND ILLNESS II
4 credits

A continuation of NUR 625 in which graduate students explore the needs and responses of diverse healthy and ill adults during preceptored clinical practica and seminars. The course views theory and research as foundations of nursing practice. Advanced nursing practice is examined within the context of health promotion, maintenance, and restoration services. Students investigate the characteristics and functions of the clinical nurse specialist role in relation to clinical problems. Practica are structured according to the needs of graduate students. The seminars provide a forum for discussion of various roles and clinical issues of advanced nursing practice in clinical nurse specialist roles in diverse settings. The practica and seminars enable students to expand knowledge, skills, and attitudes relevant to culturally competent advanced nursing practice for diverse clients. The practice and education standards of the National Association of Clinical Nurse Specialists (NACNS) are integrated. This course requires 250 hours of clinical practicum.
Prerequisite: NUR 625
Co-requisite: NUR 621

NUR 631
CLINICAL OUTCOMES MANAGEMENT
3 credits

This course addresses clinical decision-making, management of patient care, evidence-based practice, and outcomes management. Students

participate in the process of developing best practice guidelines for promoting, maintaining, and restoring health. Quality assurance, safety and risk reduction will be examined. Students begin to develop a leadership portfolio.

NUR 632
SEMINAR IN NURSING HISTORY
3 credits

The purpose of this seminar is to expand the student's awareness of the historical role of nursing as a social response to the health needs of the American public. The changes in nursing itself will be viewed through the context of American political, economic, and social force. The internal forces of nursing will be analyzed as responses to those events. The philosophies of nursing leaders and other leaders and groups will be analyzed. Emphasis will be given to the interplay between societal forces and American nursing practice, education, and administration.

NUR 633
CARE ENVIRONMENT MANAGEMENT
3 credits

This course investigates knowledge of complex health care systems including health care delivery models, financing, organization of health care systems, legislation affecting health care, and the role of professional nursing organizations in the health care environment. Students analyze the role of the CNL in health care systems.

NUR 634
FIELD STUDY IN CLINICAL NURSE LEADERSHIP

This course provides students the opportunity to participate in a leadership practicum with a mentor from a practice setting. Students complete their leadership portfolio that includes a capstone project demonstrating implementation of the leadership skills they have developed during their course of study.

NUR 635
HEALTH POLICY AND PROGRAM PLANNING AND EVALUATION
3 credits

This seminar course introduces students to health policy, program planning, and evaluation in the public health context, especially as they relate to vulnerable and under-served populations. Special emphasis is placed on students' strengthening and developing their skills in policy formulation and implementation. The social, economic, legal, ethical, cultural, and political environments that influence public policy, planning, and evaluation are explored. Students acquire familiarity with strategies for health planning and evaluation through selected applied learning activities.
Prerequisites: Core

NUR 637
EPIDEMIOLOGY
3 credits

Epidemiology is concerned with analyzing and describing patterns and determinants of health and disease in human populations. The principles and methods of epidemiology provide knowledge of the evolution of health and disease processes, the foundation for preventive health practices, and the basis for rational health policy decisions. Population-based data collection methods and analyses of health data and their relationship to the utilization of health services are emphasized. Application of epidemiological methods to communicable and chronic diseases is discussed, especially as they relate to systematic health-care interventions.

NUR 638
GROUP PROCESS IN NURSING PRACTICE
3 credits

Nurses in advanced practice are increasingly called upon to participate in and provide leadership to groups of patients, families, and professional staff. Strong leadership in-group process can promote quality health care. To examine group process, course topics will include (1) theories of group development and operation, (2) group properties and process, (3) the synergistic nature of groups, and (4) the function of group leadership. The group theories and processes will be examined in light of support groups, patient education groups, staff-work groups, and committees.

NUR 640
NURSING MANAGEMENT/ADMINISTRATION I: THE CONTENT AND CONTEXT OF NURSING ADMINISTRATION
3 credits

This course focuses on the practice of nursing administration and provides students with the opportunity to critically examine the role of the nurse administrator. Students examine theories and principles regarding management of organizational systems within diverse health-care settings. Delivery of nursing care and services in relation to structure, process, and outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are emphasized. The professional, research, managerial, leadership, and change agency aspects of the nurse administrator role are explored in relation to the practice of nursing administration.
Prerequisites: Core, MBA Foundation, MBA Executive Perspectives, and acceptance into the MBA program.
Co-requisite: NUR 645

NUR 641
NURSING MANAGEMENT/ADMINISTRATION II
3 credits

The emphasis of this course is on the role of the nurse administrator in developing and managing human resources within the health care delivery system. Theories and principles related to the development of an organizational climate that fosters staff satisfaction and productivity are explored. The Magnet Program is discussed and reviewed. Principles of personnel administration, employee relations, legal guidelines and collective bargaining are examined throughout the course.

NUR 645
FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION I
4 credits

This is the first of two preceptored field experiences designed to provide the student with the opportunity to integrate administration theory, operations, and research in a variety of health-care settings in order to positively influence the quality of patient care. With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Trends, ethics, standards, and research in the area of nursing management are also examined. Emphasis is placed on the student's articulation of the philosophical and theoretical basis of the practicum issues and on the development, refinement, and evaluation of effective management strategies. Clinical practica are structured according to the individual student's knowledge and skill needs. This course requires 125 hours of clinical practicum.
Prerequisite: MBA Core, MBA Foundation, MBA Executive Perspectives
Co-requisite: NUR 640

NUR 646
FIELD STUDY IN NURSING MANAGEMENT/ADMINISTRATION II
4 credits

In this preceptored field experience, students select opportunities to participate in strategic and financial management operations in a variety of settings. Seminars examine the impact of prospective payment, managed care, and uncompensated care on health-care organizations and nursing systems, especially those serving vulnerable and under-served populations. Students explore intrapreneurial and entrepreneurial roles of nursing administrators. Seminars provide students with the opportunity to share and process weekly practicum experiences and to receive feedback from students and faculty colleagues. Students articulate the philosophical and theoretical basis of practicum issues and the development, refinement, and evaluation of effective management strategies to effect positive changes in patient-care delivery systems. Students are encouraged to seek practica in alternative care delivery sites such as, but not limited to, Health Maintenance Organizations (HMOs), primary-care health centers, assisted living centers, nursing homes, and hospitals and with diverse client populations, especially the vulnerable and under-served. This course requires 125 hours of clinical practicum.

Prerequisite: NUR 645

Required MBA courses are previously listed and described elsewhere in this catalog.

NUR 650
PUBLIC HEALTH NURSING I
3 credits

This is the first of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Health behaviors and change strategies will be discussed as the bases for effective public health interventions. A variety of community assessment models from nursing, public health, public policy, and the social sciences will be examined. Current writings from the humanities provide an opportunity to apply and critique assessment models. Content includes the scope and standards of practice for public health nursing and exploration of significant public health problems.
Prerequisites: Core, NUR 635, NUR 637
Co-requisite: NUR 655

NUR 651
PUBLIC HEALTH NURSING II
3 credits

This is the second of two courses designed to provide the theoretical foundations necessary for advanced public health nursing practice. Emphasis is placed on intervention and evaluation strategies. Content includes public health services models that support primary, secondary, and tertiary health-care initiatives both in traditional and non-traditional settings. Financial, ethical, cultural, and political factors in aggregate interventions are explored. Models for intervention and evaluation from nursing and other disciplines are analyzed for their utility in advanced practice nursing. Popular works of non-fiction are used to highlight the benefits and limitations of theoretical models in public health nursing. The synthesis of ideas, models, and research from a variety of sources are emphasized as a critical component of public health nursing.
Prerequisites: NUR 650, NUR 655
Co-requisite: NUR 656

NUR 655
FIELD STUDY IN PUBLIC HEALTH NURSING I
4 credits

This seminar and preceptored practicum course integrates theory, practice, and applied research. Through seminars and clinical applications, students develop the initial phases of a community health project with targeted populations. Emphasis is placed on leadership roles that optimize the health of families, groups, and communities through an assessment of the health status of an aggregate or community and a proposed plan of action based on priority needs and resources of the target population. The final phases of this project (implementation, evaluation, and recommendations) will be completed in the Spring Semester (NUR 656). The course builds on public health principles and culturally competent interventions engaging at-risk urban populations. Healthy People 2010 guides the student's advanced practice opportunities through collaborative, multidisciplinary, client-oriented work in community settings. This course requires 256 hours of clinical practicum.
Prerequisites: NUR 635, NUR 637, HCA 731, or MBA 610
Co-requisite: NUR 650

NUR 656
FIELD STUDY IN PUBLIC HEALTH NURSING II
4 credits

This seminar and preceptored practice course further integrates theory, practice, and program evaluation perspectives into advanced practice public health nursing. The course supports the implementation and evaluation phases of the student's ongoing public health project/practicum. Emphasis is placed on expanding professional and community roles, responsibilities and requisite skills to sustain and promote population-focused health within the framework of Healthy People 2010. The course focuses on culturally competent public health nursing interventions and leadership opportunities in diverse urban settings. Innovative health communication, education, and outreach strategies addressing public health needs in the 21st century are essential components of the course. This course requires 256 hours of clinical practicum.
Prerequisites: NUR 650, NUR 655
Co-requisite: NUR 651

NUR 660
ADULT-GERONTOLOGY PRIMARY CARE I
3 credits

This course focuses on the primary care health concerns of diverse young adults, adults, and older adults and facilitates student development in the nurse practitioner role. Using national health-care guidelines and professional standards, students assess health behaviors, plan and implement culturally appropriate and evidence-based practice strategies for health promotion and disease prevention, and evaluate health outcomes. Health maintenance and health restoration are explored in light of contemporary health-care environments, especially for underserved and vulnerable populations. Patient education and counseling techniques relevant to advanced nursing practice are emphasized.
Prerequisites: Core, NUR 616, NUR 617, NUR 618; co-requisite: NUR 665

NUR 661
ADULT-GERONTOLOGY PRIMARY CARE II
3 credits

This course focuses on theories, principles, and processes necessary to diagnose and manage primary care health problems of young adults, adults, and older adults. Evidence-based practice standards and professional ethics are emphasized as students acquire knowledge necessary to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. Students explore health risks and behaviors, health promotion strategies, disease prevention, and health restoration in the context of contemporary health-care environments. Legal, ethical, financial, and cultural concepts related to advanced-practice nursing and professional credentialing are integrated. Patient education and counseling techniques relevant to the advanced-practice nursing role are addressed.
Prerequisite: NUR 660; co-requisite: NUR 666 or NUR 667

NUR 663
PRIMARY CARE OF WOMEN
2 credits

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for both the pregnant and non-pregnant woman. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of adult women will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the female patient in the ambulatory care setting.
Prerequisites: NUR 616, 617, 618, 660, 665
Co-requisite: NUR 668

NUR 664
PRIMARY CARE OF CHILDREN
2 credits

This course presents the principles of primary care, emphasizing health promotion, and disease prevention for the child from birth to adolescence. Pathophysiologic alterations will be addressed as well as developmental stages, family, cultural, and societal influences. Primary care management of common health problems of children will be discussed. Students will develop increased clinical reasoning skills with the goal of managing the pediatric patient in the ambulatory care setting.

NUR 665
FIELD STUDY: ADULT-GERONTOLOGY PRIMARY CARE I
4 credits

This seminar course focuses on the knowledge and skills necessary to provide safe and effective primary care to young adults, adults, and older adults. Seminars focus on the application of physiologic, pharmacologic, and psychosocial principles in the professional role of the nurse practitioner within the health-care delivery system. Students integrate research-based knowledge of health assessment, health promotion, and disease prevention, pathophysiology, pharmacology, and family theory into preceptored clinical experiences in primary care settings. Course assignments focus on the process of clinical reasoning for accurate diagnosis and management of illness. (256 preceptored clinical hours)
Co-requisite: NUR 660

NUR 666
FIELD STUDY IN PRIMARY CARE OF ADULTS II
4 credits

This course allows students to further develop and refine necessary skills for the adult-gerontology nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (256 peceptored clinical hours)
Prerequisite: NUR 665; co-requisite: NUR 661; prerequisites: Core, NUR 616, NUR 617, NUR 618

NUR 667
FIELD STUDY: ADULT GERONTOLOGY PRIMARY CARE II FOR THE FNP STUDENT
2 credits

This course allows students to further develop and refine necessary skills for the family nurse practitioner. Students build on competencies achieved in NUR 665 and continue to integrate evidence from advanced-practice nursing and related disciplines in classroom and clinical activities to prepare for the role of the nurse practitioner. Students apply knowledge

of diagnostic and therapeutic interventions to provide safe and effective health care in the delivery of primary care. (128 peceptored clinical hours)
Prerequisite: NUR 665; co-requisite: NUR 661; prerequisites: Core, NUR 616, NUR 617, NUR 618

NUR 668
2 credits
FIELD STUDY IN PRIMARY CARE OF WOMEN

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pregnant and non pregnant woman through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pregnant and non pregnant women.

NUR 669
FNP FIELD STUDY II
3 credits

This course provides the opportunity for further development and refinement of primary care skills and clinical judgment of the nurse practitioner student. Students build on beginning competencies to develop greater skill in primary care activities with the pediatric client through integration of theory and principles of nursing and other related fields and supervised clinical activities. Clinical reasoning skills are refined through clinical practice, case presentations, mentoring and role modeling. Students apply evidence-based research related to pharmacology and clinical management theory and techniques to effectively manage health and disease within diverse primary care settings. Student presentations develop the process of clinical reasoning for accurate diagnosis and management of illness and management of pediatric client.

NUR 681
ORIENTATION TO STUDY AND PRACTICE OF ANESTHESIA
4 credits

This orientation course is required for all students enrolled in the nurse anesthesia track. It is designed to familiarize students with department management, policies, and procedures, the history of nurse anesthesia, the role of the anesthesiologist as an anesthesia care team member, the history of anesthesia, and issues related to anesthesia administration. In addition, this course acquaints students with the physical plant, surgical suite, and critical care area. Program requirements and accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs are presented. A broad field orientation to clinical practice includes legal implications of anesthesia care, preoperative patient assessment, airway management, and patient positioning. This course provides the basis for meeting the anesthesia-related needs of culturally diverse patients in acute-care settings. Topics included are: (1) Orientation to Anesthesia Department, Care Plans, and Records, (2) Orientation to the Operating Room, (3) Preoperative Patient Assessment, (4) Substance Abuse, Application to Nurse Anesthesia Practice, (5) Airway Management, (6) Patient Positioning, and (7) Basic Principles of Anesthesia Practice.
Prerequisite: Graduate Core, Advanced Core, special permission

NUR 682
ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY I
4 credits

Nurse Anesthesia students are presented with specific anatomic and physiologic considerations of the cardiovascular, respiratory, and fluid/electrolyte systems. Cellular physiology as it applies to Nurse Anesthesia practice is presented. Cardiovascular segments provide monitoring modalities, cardiovascular pharmacology, and the effects of the anesthetic agents on the cardiovascular system. The respiratory segment provides an in-depth examination of anatomy, physiology, respiratory reflexes, lung volumes, respiratory sounds, rates, and types as they apply to anesthesia. Pathophysiologic disease processes associated with culturally diverse patient populations are presented and clinically applied. Topics included are (1) Cell Physiology, (2) Respiratory I, and (3) Cardiovascular I.

NUR 683
PHARMACOLOGY I
2 credits

The purpose of this course is to help students understand the actions and effects of specific anesthetic medications on the human system. Students analyze the nursing responsibilities related to anesthetic pharmacokinetics and pharmacodynamics for the advanced practice nurse. Students study principles of drug therapy, mechanisms of action, and selection of pharmacologic agents specific to anesthesia practice. Regional anesthetics, intravenous and inhalational anesthetic agents, and their clinical applications are incorporated. In addition, students examine pharmacologic considerations associated with diverse patient populations, especially those in urban medically under-served areas. Topics included are (1) Introduction to Pharmacology, (2) Regional Anesthesia, and (3) Inhalational Anesthesia.

NUR 684
PHYSICS AND CHEMISTRY I
2 credits

This course introduces the student to the principles of inorganic chemistry that are applicable to anesthesia practice. The core portion of this course encompasses the critical elements of design, purpose, operation, and safety principles associated with anesthesia machine use. The FDA checklist is incorporated into the didactic portion of the curriculum. Topics included are (1) Anesthesia Machine and (2) Patient Monitoring.

NUR 685
PHARMACOLOGY II
3 credits

The purpose of the course is to expand students' pharmacologic knowledge base related specifically to nurse anesthesia practice while continuing to build on the principles of NUR 683. Students continue to build on the pharmacokinetics and pharmacodynamics related to local anesthetics, muscle relaxants, and intravenous anesthetic agents. The course continues to focus on the pharmacologic considerations and pathophysiologic disease processes of persons in medically under-served areas and with high-risk urban populations. Topics included are (1) Local Anesthesia, (2) Muscle Relaxants, and (3) Intravenous Anesthesia Agents.

NUR 686
ANATOMY PHYSIOLOGY AND PATHOPHYSIOLOGY II
4 credits

The anatomy, physiology, and pathophysiology of the cardiovascular and respiratory systems are expanded upon from NUR 682. In addition, the physiology, anatomy, and pathophysiology of the hepatic, endocrine, excretory, and autonomic nervous systems are presented. The effects of the inhalational and intravenous anesthetic agents on the hepatic, renal, and endocrine systems are featured with a focus on biotransformation and excretory processes. Pathophysiologic disease processes specific to culturally and racially diverse patient populations are applied. Topics included are (1) Cardiovascular II, (2) Respiratory II, (3) Hepatic System, (4) Endocrine System, (5) Excretory System, and (6) Autonomic Nervous System.

NUR 687
CHEMISTRY AND PHYSICS II
2 credits

The physical laws of physics as they apply to anesthesia practice are presented. Organic and inorganic chemistry principles as they apply to nurse anesthesia practice are examined. Electrical safety and electrical principles related to the physical environment and surgical suite are integrated into this dynamic course.

NUR 688
ADVANCED PRINCIPLES OF PRACTICE
4 credits

An in-depth presentation of the respective anesthesia subspecialties is presented. Surgical subspecialties explored include obstetrics, pediatrics, CT surgery, geriatrics, neuroanesthesia, trauma, burns, orthopedics, ENT, plastic surgery, GI surgery, pain management, laser surgery, and hematology. Specific techniques, monitoring devices, complications, physiologic alterations, and anesthesia provider considerations associated with each subspecialty are extensively reviewed and applied clinically. Subspecialty practice applicable to the medically under-served is included in conjunction with cultural issues that affect health care in the urban setting. Topics included are (1) Obstetrics, (2) Pediatrics, (3) Cardiothoracic, (4) Geriatrics, (5) Neuroanesthesia, (6) Trauma/Burns, (7) Orthopedics, (8) ENT/Plastics, (9) GI Surgery, (10) Pain Management, (11) Laser Surgery, and (12) Hematology.

NUR 689
PROFESSIONAL ASPECTS
2 credits

This culminating course is designed to prepare students for the professional responsibilities they will assume as nurse anesthetists following graduation. Medical-legal considerations associated with nurse anesthesia are incorporated and selected medical malpractice cases are analyzed. This course provides students with the ability to evaluate journal clubs and prepare professional reports for presentation. Topics included are (1) Medical-Legal Considerations in Anesthesia Practice, (2) Seminar Workshop, Educational Meetings, Morbidity, and Mortality Conferences, and (3) Journal Club.

NUR 690
CLINICAL PRACTICUM I
3 credits

This clinical practicum is developed to allow the student to gain exposure to the induction, maintenance, and emergence phases of anesthesia. Students focus on pre-anesthesia assessment, anesthesia induction techniques, emergence, and proper postprocedure care. This is a Pass/Fail course. Objectives included are (1) Room Preparation, (2) Pre-Anesthetic Assessment, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Emergence, and Post-operative Periods, and (6) Interpersonal Behavior.

NUR 691
CLINICAL PRACTICUM II
6 credits

This clinical capstone course is the final culmination of the student's clinical experience. Senior nurse anesthesia students utilize their didactic preparation and clinical anesthesia foundation from the preceding six

semesters. Topics included are (1) Room Preparation, (2) Preanesthetic induction, (3) Anesthesia Record, (4) Induction, (5) Maintenance, Embergence, and Post-operative rounds, and (6) Interpersonal Behavior.

Selected Certificate Courses that May be Taken as MSN Electives

GERO 510
CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY
3 credits

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored. Ethical issues relating to aging and social policy are discussed.

GERO 522
THEORIES, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING
3 credits

The course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavioral and biological aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention and assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

GERO 580
FIELD STUDY IN GERONTOLOGY: PRACTICUM
3 credits

This practicum course offers opportunities for students to observe and work with a preceptor in clinical or community settings serving the elderly. Seminar meetings and clinical experiences allow students to apply concepts of gerontology in actual elder-care situations.
Pre-requisites: GERO 410/510, GERO 422/522, GERO 591.

GERO 591
GERIATRIC PSYCHOPHARMACOLOGY
1 credit

This course explores treatment of mental health problems in the elderly using pharmacological interventions. Drug treatment for depression and psychosis are featured, as well as management of behavior disorders related to dementia along with the role of psychoactive drugs in the care of older adults. Appropriate and inappropriate uses of such drugs will be compared. Depression and dementia will be examined as prototypes of psychoactive drug use in the elderly. End-of-life issues and pain relief will be addressed.
Pre-requisites: GERO 410/510, 422/522, or special permission.

HSC 516
URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for interrelations health. Students engage family members and community organizations as partners in positive family health strategies. Experiential and service learning projects emphasize both family and community assessments.

Graduate courses in other schools (Business and Arts and Sciences) may be taken as electives in the M.S.N. tracks. Students may also take courses in the post-master's certificate program in Nursing Education as electives, as well as graduate-level nursing courses in the certificate programs.

MASTER OF PUBLIC HEALTH

Faculty

Director: Candace Robertson-James, DrPH, MPH
Professor: Rodriguez
Associate Professors: Harner
Assistant Professors: Davis-Shine, Shuman

Description of Program

The Master of Public Health (MPH) Program at La Salle University provides students with opportunities for knowledge and skill development to solve public health problems, 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 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.

Candace Robertson-James, DrPH, MPH
Program Director
215.951.5032
robertsonjames@lasalle.edu
www.lasalle.edu/mph

If you have any questions regarding the Public Health program, please contact: mph@lasalle.edu

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.

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.

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:

1. Excellence in teaching that fosters idealism, creativity, and innovation.

2. Service to marginalized and underserved populations which helps to promote health and prevent disease.

3. Research and scholarship that engages communities as partners in improving the environmental and social conditions necessary to achieve physical and mental health and social well-being.

4. Ethical decision making that considers social justice and health equity.

5. Respect for cultural and religious values at the individual, family, community, and societal levels.

6. Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual orientation, socioeconomic status, or ability.

7. Commitment to lifelong professional and personal development.

Program Goals

INSTRUCTIONAL GOALS

Goal 1. Graduates demonstrate competency in all aspects of the curriculum.

Goal 2. Faculty will have expertise in public health, especially public health in urban communities, and will convey this expertise via effective teaching and student advising.

RESEARCH GOAL

Goal 3. Students and faculty will engage in public health research and scholarly activities.

SERVICE GOAL

Goal 4. Students and faculty will engage in service activities within the University and for the larger community. Particular emphasis is placed on service opportunities addressing the needs of urban communities.

WORKFORCE DEVELOPMENT GOAL

Goal 5. The Program will provide training and workforce development opportunities that meet the needs of the public health workforce working in urban communities.

DIVERSITY GOAL

Goal 6. Within the available applicant pool, the Program will strive to increase or maintain the proportion of underrepresented racial/ethnic groups in program faculty and students.

Student Learning Outcomes

At the completion of program the student will be able to do the following:

1. Analyze determinants of health and disease using an ecological framework.

2. Apply epidemiologic methods to address scientific, ethical, economic, and political discussions related to public health issues.

3. Apply descriptive and inferential statistical methods to inform public health research, practice, and policy.

4. Identify genetic, physiologic, and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.

5. Describe the legal and ethical bases for public health and health services.

6. Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.

7. Compare basic theories, concepts, and models from a range of social and behavioral disciplines used in public health research and practice.

8. Apply informatics and communication methods and resources as strategic tools to promote public health.

9. Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, and other moral theories) to issues of public health practice and policy.

Health Disparities in Urban Communities Competencies

1. Evaluate how moral and ethical values shape and influence decision making, policy development, and health outcomes in urban communities.

2. Assess the degree to which community based public health programs and strategies address health disparities in diverse urban communities.

3. Demonstrate collaboration with community partners to prioritize individual, organizational, and community concerns related to reducing health disparities in urban communities.

Admission Requirements

Applicants may apply to the MPH program with the following earned degrees from a regionally accredited college or university: Bachelor of Science, Bachelor of Arts, Bachelor of Science in Public Health, Bachelor of Social Work, Bachelor of Science in Nutrition. They may also apply with a Master of Science in Nursing, professional doctoral degree, or research doctoral degree.

To be accepted for admission to the MPH Program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in completing baccalaureate, master's, and/or doctoral degrees, with a minimum scholastic GPA of 3.0 on a 4.0 scale. Students with an undergraduate or graduate GPA of less than 3.0 might be provisionally accepted and may take up to two courses. Students who are provisionally accepted must achieve a B or better in each of their first two MPH courses in order to be considered for formal acceptance.

3. Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Provide a current curriculum vitae/résumé.

5. Provide two letters of reference, one from a professor (academic reference).

6. Attend an interview with the Director of the program or designee (at the discretion of the Program Director).

7. Provide a personal statement (600 words or less) addressing the applicant's reasons for wanting to enroll in the MPH program and his or her career plans upon completion of the program at La Salle School of Nursing and Health Sciences. An applicant should note any relevant strengths or weaknesses in his or her background or ability to carry out professional responsibilities.

8. Complete an introductory statistics course (including inferential and descriptive), earning a B or better.

Students applying to the MSN/MPH Program must apply to and be accepted into both the MSN in Public Health Nursing Program and the MPH Program.

Important: Without exception, students may not begin practicum courses without submitting:

- Criminal and child abuse clearances; FBI background check.

- Health and physical examination documents (including current immunization/titers)

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

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

Application Deadlines

The Master of Public Health Program admits students for the Fall term only. All documents should be submitted by August 15 for consideration. International student applications should be completed at least two months prior to the date listed above.

Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as MPH candidates. Students who are accepted provisionally will be evaluated by the Master of Public Health Program Admissions Committee after two courses.

Candace Robertson-James, DrPH, MPH
Director, MPH Program
La Salle University
Philadelphia, PA 19141
215.951.5032
robertsonjames@lasalle.edu

All documents should be sent to the following:

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

215.951.1100 / Fax 215.951.1462
grad@lasalle.edu

Transfer of Credit

Students may transfer up to nine hours of graduate-level work at the discretion of the Program Director.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

Progression in the MPH Program

Students complete 51 semester hours of degree requirements. This coursework includes successful completion of all core and cross-cutting competency, elective, practice, and Capstone courses. The cumulative GPA in the MPH Program must be a 3.0 or better in order to graduate.

Plan of Study: Scope and Sequence of Master of Public Health Program

The MPH curriculum incorporates several elements: core and cross-cutting competencies, electives, practice, and two capstone courses. The Council on Education for Public Health (CEPH) Standards structures this curriculum. Courses generally run over 15 weeks in the fall and spring semesters and 12 weeks in the summer session. The following section details the length of the academic units in courses and credit hours organized in the curricular structures of core and cross-cutting competency, elective, practice, and capstone courses.

All courses listed below are 3 credits, unless otherwise noted.

Core Competencies (18 credits)

Classes		Credits
PHLT 520	Environmental Health and Program Design	3
PHLT 530	Public Health Leadership and Management	3
PHLT 635	Public Policy, Program Planning, and Evaluation	3
PHLT 637	Epidemiology	3
PHLT 704	Statistics and Biostatistics	3
PHLT 705	Social and Behavioral Sciences in Public Health	3

Cross-Cutting Competencies (18 credits)

Classes		Credits
PHLT 500	The Ethical Basis of the Practice of Public Health	3
PHLT 512	Informatics	3
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
PHLT 707	Community Health Promotion	3

Electives (Choose 1 elective–3 credits)*

Classes		Credits
PHLT 551	Urban Men's Health	3
PHLT 554	Public Health, AIDS, and Society	3
PHLT 556	Reproductive Health for the Public Health Practitioner	3
PHLT 557	Women, Gender, and Public Health	3

PHLT 558	Adolescent Health: Public Health Issues, Programs, and Policies	3
PHLT 615	Violence Prevention and Control	3
PHLT 630	Race, Ethnicity, and Public Health	3

*Additional public health-related courses may be used as electives with permission of the MPH Program Director.

Public Health Practice (6 credits)

Classes		Credits
PHLT 750	Public Health Practice Experience I	3
PHLT 751	Public Health Practice Experience II	3

Capstone (6 credits)

Classes		Credits
PHLT 752	Public Health Capstone/Culminating Experience I	3
PHLT 753	Public Health Capstone/Culminating Experience II	3

Plan of Study

Full-time MPH students complete the degree requirements over three (3) years, as noted below. Part-time MPH students have seven (7) years to complete the MPH degree requirements.

Year 1

Fall (6 credits)
| PHLT 540 | Introduction to Public Health: Concepts of Health and Disease |
| PHLT 704 | Statistics and Biostatistics |

Spring (6 credits)
| PHLT 512 | Informatics |
| PHLT 637 | Epidemiology |

Summer (6 credits)
| PHLT 635 | Public Policy, Program Planning, and Evaluation |
| PHLT 513 | GIS Applications for Public Health |

Year 2

Fall (6-9 credits)
PHLT 530	Public Health Leadership and Management
PHLT 705	Social and Behavioral Sciences in Public Health
Elective (optional)	

Spring (6-9 credits)
PHLT 500	The Ethical Basis of the Practice of Public Health
PHLT 707	Community Health Promotion
Elective (optional)	

Summer (6 credits)
| PHLT 520 | Environmental Health and Program Design |
| PHLT 696 | Grant Writing Seminar |

Year 3

Fall (6 credits)
| PHLT 750 | Public Health Practice Experience I |
| PHLT 752 | Public Health Capstone/Culminating Experience I |

Spring (6 credits)
| PHLT 751 | Public Health Practice Experience II |
| PHLT 753 | Public Health Capstone/Culminating Experience II |

Course Descriptions

PHLT 500
THE ETHICAL BASIS OF THE PRACTICE OF PUBLIC HEALTH
3 CREDITS/CROSS CUTTING COMPETENCY

This course explores the ethical and philosophical basis of public health research, practice, and policy. Students gain a broad overview of some of the main philosophical and moral ideas and values used as a basis for resolving debates in the public health arena. Ethical theories are explored and critically examined, with a focus on their application to public health. Emphasis is placed on 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 and personal values clarifications with regard to contemporary public health challenges and examines current and emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

PHLT 512
INFORMATICS
3 CREDITS/CROSS CUTTING COMPETENCY

This course focuses on understanding the fundamentals of informatics systems in public health and how informatics methods and resources may be used as strategic tools to promote public health. It emphasizes the use of computer applications software for Internet research, data analysis, and various means of publication. Content incorporates theoretical and "hands-on" exposure to word processing, spreadsheet, database management, presentations, graphics, video, social media, and Internet.

PHLT 513
GIS APPLICATIONS FOR PUBLIC HEALTH
3 Credits

This introductory course provides an overview of the basic concepts and uses of Geographic Information System (GIS) technology in public health. As part of a toolkit for public health professionals, ArcGIS provides a means to explore data on a spatial level and 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 AND PROGRAM DESIGN
3 CREDITS/CORE COMPETENCY

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 LEADERSHIP AND MANAGEMENT
3 CREDITS/CROSS CUTTING COMPETENCY

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 examine the roles and responsibilities of other health related professionals and the relationship between various health related professions. Students also address principles of team development and roles and practices of effective teams.

PHLT 540
INTRODUCTION TO PUBLIC HEALTH: CONCEPTS OF HEALTH AND DISEASE
3 CREDITS/CROSS CUTTING COMPETENCY

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
URBAN MEN'S HEALTH
3 CREDITS/ELECTIVE

This course explores world heath 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
3 CREDITS/ELECTIVE

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the trait masculinity, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to health care.

PHLT 554
PUBLIC HEALTH, AIDS, AND SOCIETY
3 CREDITS/ELECTIVE

This course provides in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends

in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

PHLT 556
REPRODUCTIVE HEALTH FOR THE PUBLIC HEALTH PRACTITIONER
3 CREDITS/ELECTIVE

Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health will be explored. Issues of biology related to sex, gender identity, social sex role, and sexual orientation will be discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections, and 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
3 CREDITS/ELECTIVE

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being.

PHLT 558
ADOLESCENT HEALTH: PUBLIC HEALTH ISSUES, PROGRAMS, AND POLICIES
3 CREDITS/ELECTIVE

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They will analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

PHLT 615
VIOLENCE PREVENTION AND CONTROL
3 CREDITS/ELECTIVE

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework will be used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

PHLT 635
PUBLIC POLICY, PROGRAM PLANNING, AND EVALUATION
3 CREDITS/CORE COMPETENCY

This course 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
3 CREDITS/CORE COMPETENCY

This course is an introduction to epidemiology, the study of the distribution and determinants of health and disease in human populations. 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
3 CREDITS

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. They define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

PHLT 696
GRANT WRITING SEMINAR
3 CREDITS/CROSS CUTTING COMPETENCY

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 704
STATISTICS AND BIOSTATISTICS
3 CREDITS/CORE KNOWLEDGE

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
SOCIAL AND BEHAVIORAL SCIENCES IN PUBLIC HEALTH
3 CREDITS/CORE COMPETENCY

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 707
COMMUNITY HEALTH PROMOTION
3 CREDITS/CROSS CUTTING COMPETENCY

In this course, students will learn key principles of community health promotion and community based participatory research (CBPR) principles. Students will learn methodological considerations of CBPR in establishing community collaborations and partnerships, community assessment, research planning, data collection, and dissemination efforts. Primary and secondary sources of data are analyzed and applied to community health analysis. Principles of community engagement are examined in relation to a community health promotion problem challenging a diverse group. Students will also be oriented to the MPH practicum experience.

PHLT 750
PUBLIC HEALTH PRACTICE EXPERIENCE I
3 CREDITS/HOURS/PRACTICE

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
3 CREDITS/HOURS/PRACTICE

This second course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Students learn public health program evaluation as well as focus on public health workforce development, leadership, professional development, and preparation for entry into the public health workforce. Students continue their practice experiences and complete 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
3 CREDITS/CAPSTONE

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
PUBLIC HEALTH CAPSTONE II: SEMINAR
3 CREDITS/CAPSTONE

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.

SPEECH-LANGUAGE PATHOLOGY

Faculty

Chair, Graduate Director: Barbara J. Amster, Ph.D., CCC-SLP
Professors: Amster, Goldstein, Klein, Kleinow, Ruiz
Assistant Professor: Bitetti, Mancinelli, Trichon
Director of Clinical Education: James M. Mancinelli, Ph.D., CCC-SLP
Director of the La Salle University Speech-Language-Hearing Community Clinics: Costello: Maureen Costello-Yacono, M.S., CCC-SLP

Description of the Program

La Salle University's Department of Communication Sciences and Disorders offers a Master of Science in Speech-Language Pathology for students who have an undergraduate degree in communication sciences and disorders, speech-language pathology, audiology, or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite courses. See www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index for information about La Salle University's PreSLP Program.

Speech-language pathologists care for clients and patients of all ages and cultural backgrounds with communication and swallowing disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

The program provides personal and professional growth opportunities. The graduate program is a full-time cohort program. It offers classes in the late afternoon and early evening. The clinical practicum experiences at affiliate sites are offered during business hours. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. The faculty share their vast array of clinical experiences with students and care about each student's success.

Barbara J. Amster, Ph.D., CCC-SLP, ASHA Fellow
Professor, Chair, and Graduate Director
215.951.1986
amster@lasalle.edu
www.lasalle.edu/speech

If you have any questions regarding the Speech-Language Pathology program, please contact: amster@lasalle.edu

Mission

La Salle University's Master of Science in 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. They are prepared to meet professional credentialing including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value life-long learning.

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 provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates of this program will earn a Master of Science degree.

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 ASHA Certification Standards 2014.

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)

2. Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)

3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)

4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)

5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C; IV-D; IV-E; V-B; V-C, V-D)

6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-F; IV-G; V-B)

7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; V-B; V-C)

8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D; IV-E; IV-F; IV-G)

9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F)

10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (IV-B; IV-C; IV-D; V-B; V-C; V-D; V-F)

11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-C; V-D; V-F)

12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D; V-B; V-C; V-D; V-F)

13. Practice independently and collaboratively in various health-care and educational systems with appropriate professional manner. (IV-A through IV-H; V-A through V-F; V-I)

Accreditation

The Department of Communication Sciences and Disorders' Master of Science in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 301.296.5700. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of coursework and practicum, a supervised Clinical Fellowship (CF), and passing of a national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 49 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards.

For more information about certification, please contact the American Speech-Language-Hearing Association at 1.800.498.2071 or http://www.asha.org/certification/2005_SLP_FAQ.htm.

La Salle University's MS in SLP graduate students can also pursue Pennsylvania School-based Certifications for speech-language pathologists. La Salle University's Department of Communication Sciences and Disorders has received approval is approved for teacher certification for Speech and Language Impaired and for Educational Specialist for Speech & Language Pathology from by the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. Either certificate is needed to work in the various school systems in Pennsylvania. Candidates applying for either certificate are required by Pennsylvania State Board regulations to pass the appropriate Praxis Test administered by the Educational Testing Service. Information about the Praxis Series Tests is available 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 completion of the Master's degree, candidates for Instructional I certificates must be recommended by the Department of Communication Sciences and Disorders Faculty. Recommendations are predicated upon successful completion of all course requirements with the required Grade Point Average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses). In addition to the CSD course requirements, candidates for Instructional I certificates must complete approved education courses and an approved full time school-based clinical practicum (COSD 521).

Clinical Experiences

In accord with ASHA certification requirements, the Master's 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 in the greater Philadelphia area for supervised clinical practicum affiliations. 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; private practices in Pennsylvania, New Jersey, Delaware, and New York City; and schools for the deaf.

THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

La Salle University formed an ASHA recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in the Department of Communication Sciences and Disorders.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fundraising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Adviser: Maureen Costello, costellom3@lasalle.edu

Visit the NSSLHA Web site: www.nsslha.org

Admission Requirements

THE DEADLINE FOR FALL APPLICATIONS IS Feb. 1

We only accept applications for admission through the CSDCAS Portal.

To be considered for admission to the Master of Science in Speech-Language Pathology program, the materials noted below must be completed, submitted, and VERIFIED by CSDCAS by Feb. 1.

You must have a background in communication sciences and disorders, also called speech-language-hearing science. This can be demonstrated by majoring in speech-language-hearing science or communication sciences and disorders on the undergraduate level, or by completing required prerequisite courses. Please see our online prerequisite completion program PreSLP if you haven't taken the undergraduate courses. We will not review applications from applicants who do not have the required background.

PLEASE READ INSTRUCTIONS CAREFULLY.

All materials must be submitted to the CSDCAS centralized application service at https://portal.csdcas.org/. These materials include the following:

1. Online application
2. CSDCAS application fee
3. A personal essay in response to the following prompt: "Being an effective speech-language pathologist is both an art and a science. As a graduate student you will be expected to do well academically and clinically. In no more than 400 words, please describe an experience highlighting the personal qualities you possess illustrating that you will be a successful clinician."
4. Three letters of recommendation, at least two of which are academic references, meaning someone who taught you during your college career and can speak to the level of your academic work.
5. Official transcript(s) of all undergraduate studies and graduate studies
6. Official scores from the Graduate Record Examination (GRE) taken within the past five years sent to CSDCAS. The Designated Institution Code assigned to La Salle University is 0717.

SUBMIT ALL APPICATION MATERIAL TO CSDCAS.

DO NOT SEND ANY APPLICATION MATERIAL TO LASALLE UNIVERSITY.

Please note that verification may take several weeks after you submit your application. We will not consider applications that have not been verified by CSDCAS by the Feb. 1 deadline.

Verification means that CSDCAS has authenticated your application and GPA calculation. Complete applications (e-submitted, payment received, and transcripts received) at least four weeks in advance of the deadline date to ensure they're verified on time. You can view the status of your application by logging on to the CSDCAS site.

To make sure your application is accepted, please submit materials to CSDCAS by Jan. 1. It is your responsibility to meet the deadline.

All official transcripts MUST be sent to CSDCAS at the address below:

CSDCAS Verification Department
P.O. Box 9113
Watertown, MA 02471

CSDCAS customer service is available Monday–Friday from 9 a.m. to 5 p.m. EST to answer any questions.

Phone – 617.612.2030

Email – csdcassinfo@csdcas.org

For more information about our program and data on accepted students in previous years, please visit ASHA's HES website, asha.org/edfind/.

In order for students to meet 2014 ASHA certification standards, applicants to La Salle University's Speech-Language Pathology M.S. Program must have a background in communication sciences and disorders or speech-language-hearing science. Applications of students without a background in communication sciences and disorders will not be reviewed.

La Salle University recommends 10-11 prerequisite courses through our PreSLP program for students without the appropriate undergraduate degree. Applicants should have transcript grades for at least six communication sciences and disorders prerequisites at the time of application for the Admission Committee to evaluate performance. In certain situations, students may complete some necessary prerequisites simultaneously with graduate study. Students must fulfill all prerequisite requirements prior to obtaining the master's degree.

The Admission Committee considers each applicant's accomplishments, experiences, and personal qualities as reflected in the personal statement and letters of recommendation. Special consideration may be made based on successfully completed substantial graduate coursework in a related discipline, or noteworthy contributions to the field. A personal interview may be required. We invite applications from all students who have a strong commitment to excellence in caring for those with communication disorders.

Apply online here.

Please remember:

• The Verification Application Deadline is Feb. 1st.

• Verification means that CSDCAS has authenticated the materials you have submitted online, and this process may take several weeks. Therefore, we recommend that you submit your application to CSDCAS at least four weeks (Jan. 1) before the due date for verified applications (Feb. 1).

No unverified applications will be considered after the Feb. 1 deadline.

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

Tuition and Fees

Application Fee - Please see CSDCAS Web site at portal.csdcas.org

Students accepted into the SLP Master's program are required to submit a non- refundable $500 deposit to reserve their place in the class. These funds will be credited to the student's first invoice upon enrollment.

The University tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

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

Model Curriculum

The following is presented as a model for progression through the Master of Science program. Individual plans for progression will be determined for each student in consultation with the student's adviser and the Program Director.

The Communication Sciences and Disorders Student Handbook contains program-specific guidelines and procedures for progression and is available through the Mylasalle Portal.

The model curriculum contains a minimum of 51credits, which includes clinical practicum requirements and successful completion of the Master's Comprehensive Examination. Only six credits of clinical practicum can be counted toward the 54 credit minimum. Most SLP students graduate with more credits to meet both ASHA Certification and Pennsylvania Teacher Certification Requirements.

Students must meet with their advisers each semester to discuss registration and to review their progress in meeting KASA. The KASA must be completed, approved, and signed by the Director of the Program to complete graduation requirements. When a graduate student enters his/her final semester of study, the student's academic and clinical record is examined by the student's adviser for compliance with La Salle University, SLP Program requirements and ASHA requirements. Typically, the capstone course (COSD 635) is completed during the student's final semester in the program. Part of the SLP requirements for graduation includes taking the National Examination in Speech-Language Pathology (NESPA) examination while enrolled in the capstone course (COSD 635). Any deviation from this sequence must be approved by the Program Director.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an adviser and includes undergraduate transcript review. If students have deficiencies in undergraduate prerequisites, in accordance with ASHA guidelines, these courses must be completed during the graduate course of study. Please note: Students must meet the 2014 ASHA Standards for Certification. Please contact the American Speech-Language-Hearing Association at 800.498.2071 or http://www.asha.org/certification/ for more information about certification standards. Graduate students who take longer than three years to finish the M.S. degree will be subject to meeting the curriculum requirements in place at the time of graduation.

Progression through the SLHS Program

• SLP graduate students must maintain a minimum cumulative 3.0 GPA.

• SLP graduate students may not earn more than two grades below "B" in COSD courses. Note that a "B-" does not satisfy this requirement.

• If a student receives a "B-" in a clinical practicum course, he/she must retake the course and receive a "B" or better. Students who receive below a "B" on retaking the course are subject to dismissal from the program.

• A grade of "F" in any clinical practicum course (COSD 516, COSD 616, including the full-time, advanced school practicum (COSD 521), is grounds for immediate dismissal from the program.

• SLP graduate students are expected to abide by the ASHA Code of Ethics. The CSD faculty will determine the degree to which a student fulfills these criteria.

• Decisions of the CSD faculty are final but subject to appeal. Refer to the La Salle University Graduate Catalog and Student Guide to Rights and Responsibilities.

Core: Required for all students

COSD 501 Introduction to Clinical Practicum
COSD 502 Introduction to Aural Habilitation/Rehabilitation
COSD 503 Disorders of Articulation and Phonology
COSD 511 Fluency and Stuttering
COSD 512 Language Disorders in Young Children
COSD 513 Acquired Language Disorders
COSD 514 Language Learning Disabilities in School-Age Children and Adolescents
COSD 515 Voice Disorders
COSD 516 Clinical Practicum and Procedures
COSD 517 Clinical Practicum in Audiology (may be waived if student achieves a minimum of 10 aural habilitation/rehabilitation clinical practicum hours while engaged in COSD 516, COSD 616, or COSD 521)
COSD 518 Research Design in Communication Disorders
COSD 520 Dysphagia
COSD 527 Motor Speech Disorders
COSD 616 Advanced Clinical Practicum and Case Study
COSD 635 Integrative Capstone in Communication Disorders

Two electives:

COSD 519	COSD 537	COSD 619
COSD 526	COSD 538	COSD 620
COSD 528	COSD 611	COSD 622
COSD 530	COSD 613	COSD 630
COSD 531	COSD 617	COSD 640
COSD 618		

Additional requirements for students pursuing Pennsylvania Teacher/Educational Specialist Certification:
COSD 521 Advanced School Practicum in Speech and Language Pathology

Course Descriptions

✆ identifies courses that have been designated as having a service-learning component.

COSD 501   ✆
INTRODUCTION TO CLINICAL PRACTICUM
3 credits

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist apply theoretical knowledge, continue to develop clinical management skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed.

COSD 502
INTRODUCTION TO AURAL HABILATION/REHABILITATION
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated.
Prerequisite: COSD 211, 304, or permission of instructor

COSD 503
DISORDERS OF ARTICULATION AND PHONOLOGY
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation.
Prerequisite: COSD 200 or permission of instructor

COSD 506
NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits/Elective***

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted.

COSD 511
FLUENCY AND STUTTERING
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

COSD 512
LANGUAGE DISORDERS IN YOUNG CHILDREN
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information, including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

COSD 513
ACQUIRED LANGUAGE DISORDERS
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders, such as dementia, apraxia, and dysarthria

are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed.
Prerequisite: COSD 306 or COSD 506 permission of instructor

COSD 514
LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities.
Prerequisite: COSD 512: Language Disorders in Young Children or permission of instructor

COSD 515
VOICE DISORDERS
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.
Prerequisites: COSD 306 or COSD 506 or permission of instructor

COSD 516
CLINICAL PRACTICUM AND PROCEDURES
3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. COSD 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: COSD 308, COSD 314, COSD 503, COSD 512, and permission of Program Director and University Coordinator.
Prerequisites: COSD 503, COSD 512, and permission of Program Director required.

COSD 517
CLINICAL PRACTICUM IN AUDIOLOGY
1 credit

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized.
Prerequisite: COSD 304 and COSD 502 or permission of instructor

COSD 518
RESEARCH DESIGN IN COMMUNICATION DISORDERS
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature reviews and purposes, methods, and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analysis, and the use of computers in data analysis are emphasized.
Prerequisite: Undergraduate statistics course such as HSC 217 or permission of instructor

COSD 519
CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS
3 credits/Elective***

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, understanding of the need for surgical repair, and the role of the Speech-Language Pathologist in the diagnosis and treatment of related speech/language disorders. Prerequisite: COSD 202 or permission of instructor.

COSD 520
DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS
3 credits

The course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral feeding are discussed.
Prerequisite: COSD 306 or COSD 506 or permission of the instructor.

COSD 521
ADVANCED SCHOOL PRACTICUM IN SPEECH AND LANGUAGE PATHOLOGY
6 credits/Elective

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 Instructor. 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.
Prerequisites: COSD 516, appropriate Education courses and permission of Program Director.

COSD 526
ALTERNATIVE AND AUGMENTATIVE COMMUNICATION
3 credits/Elective

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed.
Prerequisite: COSD 516 or permission of the instructor.

COSD 527
MOTOR SPEECH DISORDERS
3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.
Prerequisite: COSD 306 or COSD 503 and permission of instructor

COSD 528
COUNSELING SEMINAR IN COMMUNICATION DISORDERS
3 credits/Elective

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

COSD 530
SPECIAL TOPICS IN COMMUNICATION DISORDERS
3 credits/Elective

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.
Prerequisite: permission of instructor.

COSD 537
GERIATRIC COMMUNICATION DISORDERS
3 credits/Elective

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

COSD 538
ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS
3 credits/Elective

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

COSD 611
FLUENCY AND STUTTERING II
3 credits/Elective

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.
Prerequisite: COSD 511 or permission of instructor

COSD 613
ACQUIRED LANGUAGE DISORDERS II
3 credits/Elective

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing, critique of diagnostic testing procedures, and current approaches to treatment.
Prerequisite: COSD 513 or permission of instructor

COSD 616
ADVANCED CLINICAL PRACTICUM AND CASE STUDY
(3 credits repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of COSD 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision making are emphasized. Prerequisite: COSD 516, COSD 513, COSD 520, or permission of the University Coordinator.
Prerequisite: COSD 516

COSD 617
COSD 617: ADVANCED PEDIATRIC AURAL HABILITATION FOR SPEECH-LANGUAGE PATHOLOGISTS.
3 credits/Elective

This course provides investigation of theory, research and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the 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.
Prerequisite: COSD 502 or permission of instructor.

COSD 618
COMMUNICATION AND AUTISM SPECTRUM DISORDERS
3 credits/Elective

This course provides an overview of autism spectrum disorders and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of autism spectrum disorders. Professional issues relating to assessment and treatment of children on the autism spectrum are discussed along with appropriate evaluation protocols, behavioral strategies, treatment methodologies, promoting social-communication, along with appropriate materials and practical supports to enhance communication.

COSD 619
MEDICAL SPEECH-LANGUAGE PATHOLOGY
3 credits/Elective

This course introduces the graduate student in speech-language-hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper

in a selected service area, and spend an entire workday with a neurologist and an ENT during office hours. A written structured reflection on that experience will be required.
Prerequisite: COSD 306 or COSD 506, and COSD 513 and COSD 520 or permission of instructor.

COSD 620
PEDIATRIC DYSPHAGIA
3 credits/Elective

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia.
Prerequisite: COSD 520 or permission of the instructor.

COSD 622
APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY
3 credits/Elective

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.
Prerequisites: COSD 306 or COSD 506, and COSD 515 and COSD 520 or permission of the instructor.

COSD 630
SEMINAR IN COMMUNICATION DISORDERS
3 credits/Elective

This seminar investigates current technological applications and controversies as they relate to communication and swallowing disorders. Students may re-enroll for a maximum of 12 credits.
Prerequisite: permission of instructor.

COSD 635
INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS
3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of speech-language pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.
Prerequisite: COSD 502, COSD 511, COSD 514, COSD 515, COSD 518, COSD 527, COSD 616, and permission of the Program Director

COSD 640
THESIS RESEARCH IN COMMUNICATION DISORDERS
3 credits/Elective

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.
Prerequisite: COSD 518 and permission of faculty member and program director. Students may re-register for this course until completion of thesis.

MASTER OF ARTS IN STRATEGIC COMMUNICATION

Faculty

Director: Katie Dunleavy, Ph.D.
Professors: Dainton, Lannutti
Associate Professors: Dunleavy, M. Smith, Texter, Zelley
Assistant Professors: Daily, Lashley

Description of the Program

The Master of Arts in Strategic Communication is a 36-credit program for people who wish to improve their communication skills and understanding of communication issues and practices within business and professional organizations. It is designed to be broad in scope but provides sufficient depth for students to explore issues that meet their interests or needs.

Students may elect to complete the M.A. program in one of two ways. First, students in the One-Year M.A. program complete their degree within 12 months. Students in the One-Year program 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.

Katie Dunleavy, Ph.D.
Director
215.951. 1935
lannutti95@lasalle.edu
www.lasalle.edu/gradcomm

If you have any questions regarding the Strategic Communication program, please contact: gradcomm@lasalle.edu

Mission

Guided by Lasallian values, the Communication Department integrates liberal arts education with theoretical knowledge and practical experience in the communication field, and challenges students to demonstrate communication competence. The Department seeks to develop graduate students who engage in informed civic participation and progressive leadership in professional and community settings. Beyond assisting students with finding and advancing in meaningful careers, we seek to provide students with the communication knowledge and skills needed/necessary for meaningful personal, professional, and social relationships.

Program Goals

La Salle's Graduate Program in Strategic Communication embraces five (5) broad educational goals.

1. Recognize and articulate the communication principles and processes involved in creating and sustaining meaning

2. Recognize, articulate, and demonstrate the influence and power of messages

3. Demonstrate effective communication, in both written and spoken form.

4. Apply theoretical, conceptual, and skills-based course knowledge to experiential learning environment(s) and/or professional situations

5. Communicate strategically

Student Learning Outcomes

At the completion of the program, the student will be able to:

1. Students will compare/contrast approaches to organizational communication (e.g., classical, human relations, human resources, systems, cultural, and critical approaches).

2. Students will provide systematic understanding of a professional situation by applying communication theory to a case study.

3. Through case study analysis, students will identify productive and unproductive communication patterns.

4. Students will complete a project in which they assess a professional and business communication challenge and justify an appropriate research method design to gather data related to the challenge.

5. Students will individually prepare and deliver an 8 – 10 minute presentation that identifies an organizational challenge and argues for a specific course of action.

6. Given the details of a communication challenge, students will be able to formulate recommendations for (re)solution based on communication best practices.

Admission Requirements

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide evidence of successful academic achievement in the completion of a bachelor's degree from an accredited institution of higher education. The student's record must show a completion of at least 24 credit hours in any combination of communication, humanities, and social science courses, and an overall "B" average (3.0/4.0). International students must possess the equivalent of a four-year bachelor's degree.

3. Request that official transcripts from the institutions of higher education showing all undergraduate and previous graduate study (if applicable).

4. Provide a professional résumé.

5. Provide two letters of recommendation from professors and/or supervisors who can address the candidate's ability and motivation for enrolling in the program. (for students with an undergraduate GPA below 3.25 only)

6. Provide a brief personal statement (about 500 words) describing a student's reasons for pursuing a graduate degree in Strategic Communication at La Salle University. The Committee is interested in reading about career experiences and goals in the statement. A student may also include any information about himself or herself that will further demonstrate his or her qualifications for the program.

7. Attend an interview with the program director, which will focus on professional goals.

The University's Nondiscrimination Policy is stated in the General Reference section of this catalog. Because oral communication is an integral part of most courses in the program, students must be able to communicate clearly in English. International students must achieve a minimum TOEFL score: CBT 230/PBT 575/IBT 88. A maximum of six credit hours are eligible for transfer from another institution or from another La Salle graduate program.

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

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

The program offers three kinds of financial assistance. First, the Strategic Communication program provides scholarship grants for part-time students. These awards are available through the program office on a competitive basis, and pay up to 1/3 of the cost of a course for a student.

Second, graduate assistantship awards are also available for superior full-time M.A. students who are available during the week for a work assignment within the Department. Graduate assistants do not teach, but are used in program administration and promotion.

Finally, full-time students who are also eligible for federal work study are employed in the Department to do professional tasks. Consult the Director of the Strategic Communication program for more details about the scholarships, assistantships, or work study opportunities.

The University also participates in a variety of loan programs. Information about financial aid and application forms may be obtained from the Director of Student Financial Services, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Progression Through the One-Year Program

The One-Year Master of Arts in Strategic Communication is a 36-credit program intended to be completed within 12 months, requiring all degree recipients to complete the following:

1. One 3-credit course during the first summer

2. Four 3-credit courses during the fall semester

3. One 3-credit course during the winter intersession

4. Four 3-credit courses during the spring semester

5. Two 3-credit courses during the summer session(s) in the second summer

Students must complete the program with a minimum 3.0 GPA. Students may be required to continue their studies beyond one year if they withdraw from a course or if their grades require courses to be repeated. Students complete the program in a cohort, and there will be limited choices in electives.

Core (5.5 courses, 16.5 credits)
COM 600 Applied Communication Theory
COM 601 Professional Communication Ethics (1.5 credits)
COM 602 Effective Presentations
COM 604 Applied Communication Research Methods
COM 612 Approaches to Organizational Communication
COM 620 Strategic Communication Capstone (may only be taken after the completion of 27 or more graduate credits and successful completion of COM 600, COM 604, and COM 612)

Some Possible Electives (five courses, 15 credits)
COM 608 Intercultural Communication and Organizational Life
COM 610 Leadership and Interpersonal Communication
COM 613 Approaches to Public Relations
COM 614 Communication and Conflict
COM 615 Persuasion
COM 616 Group and Team Communication
COM 619 Public Relations Campaigns
COM 641 Social Media
COM 670-677 Topics in Professional Communication

Progression Through the Part-Time Program

The part-time Master of Arts in Strategic Communication d is a 36-credit program requiring all degree recipients to complete the following course.

1. The core

2. The completion of 19.5 credits toward electives

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

Core and degree completion (7 courses for 21 credits)
COM 600 Applied Communication Theory
COM 601 Professional Communication Ethics (1.5 credits)
COM 602 Effective Presentations
COM 604 Applied Communication Research Methods
COM 612 Approaches to Organizational Communication
COM 620 Strategic Communication Capstone (must be taken after completing 27 credits and COM 600, COM 604, and COM 612)

GRADUATE CERTIFICATES

CERTIFICATE IN STRATEGIC COMMUNICATION

Description of the Program

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

The certificate is attained by the successful completion of six La Salle University graduate courses in Communication ,with a 3.00 GPA or higher, including COM 601, Professional Communication Ethics; COM 602, Effective Presentations; COM 612 Approaches to Organizational Communication.

Mission

Guided by Lasallian values, the Communication Department integrates liberal arts education with theoretical knowledge and practical experience in the communication field, and challenges students to demonstrate communication competence. The Department seeks to develop graduate students who engage in informed civic participation and progressive leadership in professional and community settings. Beyond assisting students with finding and advancing in meaningful careers, we seek to provide students with the communication knowledge and skills needed/ necessary for meaningful personal, professional, and social relationships.

Program Goals

La Salle's Graduate Program in Professional and Business Communication embraces five (5) broad educational 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

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

Certificate Requirements:

18 credits (six courses) and a 3.0 GPA

Required (Three courses, nine credits)
COM 601   Professional Communication Ethics (1.5 credits)
COM 602   Effective Presentations
COM 612   Approaches to Organizational Communication

Electives: (Three courses, nine credits))
COM 608   Intercultural Communication and Organizational Life
COM 610   Leadership and Interpersonal Communication
COM 613   Approaches to PR
COM 614   Communication and Conflict
COM 615   Persuasion
COM 616   Group and Team Communication
COM 619   PR Campaigns (prerequisite: COM 613)
COM 621   Communication Training and Development
COM 623   Public Relations Writing and Media Relations
COM 630-635   Professional Communication Special Topic Modules
COM 640   Professional Media Development
COM 641   Social Media
COM 670-677   Professional Communication Special Topic Courses

Admission Requirements for the Certificate Program:

Certificate in Strategic Communication

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://www.lasalle.edu/grad/ accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. Provide transcripts showing evidence of successful academic achievement in completion of a bachelor's degree from an accredited institution of higher education. Typically students must have at minimum a 3.00 GPA (B average) in undergraduate studies.

3. Provide a professional résumé.

4. Attend an interview with the Director of Graduate Studies, preferably in person.

5. Submit a personal statement (up to 500 words) describing the reasons for pursuing a graduate certificate in Strategic Communication at La Salle University. The committee is interested in reading about the applicant's career experiences and goals in the statement. He or she may also include any information about himself or herself which will further demonstrate his or her qualifications for the program.

The University's Nondiscrimination Policy is stated in the Introduction section of this catalog. Because oral communication is an integral part of most courses in the Program, students must be able to communicate well in English.

All documents should be sent to the following:

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1900 W. Olney Avenue
Philadelphia, PA 19141
215.951.1100
Fax 215.951.1462
grad@lasalle.edu

CERTIFICATE IN SOCIAL AND NEW MEDIA

Faculty

Director: Katie Dunleavy, Ph.D.
Professors: Dainton, Lannutti
Associate Professors: Dunleavy, Smith, Texter, Zelley
Assistant Professors: Daily, Lashley, McCoey

Mission

Guided by Lasallian values, the Communication Department integrates liberal arts education with theoretical knowledge and practical experience in the communication field, and challenges students to demonstrate communication competence. The Department seeks to develop graduate students who engage in informed civic participation and progressive leadership in professional and community settings. Beyond assisting students with finding and advancing in meaningful careers, we seek to provide students with the communication knowledge and skills needed/necessary for meaningful personal, professional, and social relationships.

Program Goals

1. Recognize and articulate the communication principles and processes involved in creating and sustaining meaning

2. Demonstrate effective and strategic communication using social and new media

3. Apply conceptual and skills-based course knowledge to experiential learning environment(s) and/or professional situations

4. Serve as a feeder to the MA in Strategic Communication program.

Student Learning Outcomes

At the completion of the program, the student will be able to do the following:

• Summarize ethical behavior relative to the personal and professional use of emerging technologies;

• Analyze legislation and regulations dealing with the use of emerging digital communication technologies;

• Describe social media communication and its effect on society and the business market;

• Design technology solutions to effectively support personal and professional digital media communications;

• Implement basic technology solutions to support digital communication messages;

• Evaluate plans to implement emerging technology communication processes and goals;

• Compare and critique technology solutions to support digital media communication goals.

Tuition Assistance

The Strategic Communication graduate program offers some scholarships to students who demonstrate academic excellence and who do not receive employer tuition benefits. The scholarships are competitive and applications must be submitted to the program director every semester. The scholarship pays for one credit for a three credit course, with a maximum amount of two credits for individuals taking six credits during a semester.

Progression through the Program

For the graduate certificate in Social and New Media, students must successfully complete the following courses:
• COM 601
• COM 641
• COS 646
• INL 635

Choice of:
• COM 640
• COM 645
• INL 660

And:
• one additional elective

Course Descriptions

COM 600
APPLIED COMMUNICATION THEORY
3 credits

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

COM 601
PROFESSIONAL COMMUNICATION ETHICS
1.5 credits

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
3 credits

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

COM 603
STRATEGIES FOR PROFESSIONAL WRITING
3 credits

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

COM 604
APPLIED COMMUNICATION RESEARCH METHODS
3 credits

This course introduces graduate students to qualitative and quantitative research methods, particularly the practical aspects of designing and implementing surveys, focus groups, and content analysis. The course will examine how research can be applied in professional settings.
Prerequisite: COM 600

COM 608
INTERCULTURAL COMMUNICATION AND ORGANIZATIONAL LIFE
3 credits

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

COM 610
LEADERSHIP AND INTERPERSONAL COMMUNICATION
3 credits

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

COM 612
APPROACHES TO ORGANIZATIONAL COMMUNICATION
3 credits

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

COM 613
APPROACHES TO PUBLIC RELATIONS
3 credits

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

COM 614
COMMUNICATION CONFLICT MANAGEMENT
3 credits

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

COM 615
PERSUASION
3 credits

The ability to win support for ideas and motivate others to action is an essential skill for communication professionals and managers. This course will explore the persuasion process in public, organizational, and interpersonal settings. Students will develop practical skills in message design and other techniques to become ethical persuaders.

COM 616
GROUP AND TEAM COMMUNICATION
3 credits

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

COM 619
PUBLIC RELATIONS CAMPAIGNS
3 credits

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

COM 620
STRATEGIC COMMUNICATION CAPSTONE
3 credits

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
COMMUNICATION TRAINING AND DEVELOPMENT
3 credits

This course provides students with a theoretical and practical overview of training and development. As a complement to the study of organizational communication, students will learn how professionals identify communication needs, and then design, deliver, and assess employee learning, training, and development initiatives.
Prerequisite: COM 612

COM 623
PUBLIC RELATIONS WRITING AND MEDIA RELATIONS
3 credits

Public relations strategists also must understand and master the primary public relations skill—writing. This class will develop students' public relations writing and editing skills for the media and various business segments. An emphasis will be placed on the strategic use of various communication tools.
Prerequisite: COM 613

COM 625
PRACTICUM PROPOSAL
1.5 credits

This course is designed to prepare the student for the practicum experience. Students learn about the process of developing and carrying out the practicum, and they gain an understanding of standards and expectations that students need to meet to be successful in the practicum. Specifically, students will be challenged to identify real-world professional communication problems, and to develop a proposal for how to study that problem. At the conclusion of the course students will have a fully-developed proposal for their practicum project. NOTE: Students must receive a B in this course before they are permitted to enroll in COM 626.

COM 630-635
TOPICS IN PROFESSIONAL DEVELOPMENT
1.5 credits

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

COM 640
PROFESSIONAL MEDIA DEVELOPMENT (SUMMER)

This course presents current audio and video practices and technologies used in corporate and institutional communications. Students will implement this pre-production, production, and post-production practices in developing messages for corporate and institutional audiences. Students will gain a general understanding of script-writing, lighting, audio, and editing tools used in media production to enable them to best communicate with professional videographers and audio technicians.

COM 641
SOCIAL MEDIA

The course will explore the new media landscape in terms of online expression, social networking, identity management, and community building. Central questions include: How is social media changing the way people work and live? What are the implications for individuals and for the organizations they work with? What opportunities and challenges do individuals, news organizations, and businesses face regarding communication, identity/brand management, and community building? This course is grounded in practice, and students will be required to participate in social networks, forums, blogs, wikis, micro-blogs, and other emerging forms of social media.

COM 645

SPECIAL TOPICS IN SOCIAL AND NEW MEDIA

Given the rapid change in communication technologies, this course provides an opportunity to examine 'state-of-the art' topics in social and new media. Sample topics are Content Development for Mobile Applications, Digital E-vangelism, and Social Media Metrics.

COM 661

GRADUATE INTERNSHIP I

1.5 credits

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. To be permitted to enroll in the internship, students must:

1. Be an M.A. student in 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

1.5 credits

This graduate-level course allows students to work in a professional communication position, requiring them to link their graduate coursework with professional communication activities. Students are expected to work at least 75 hours over the course of the semester. This course may be combined with Com 661 to create 3 credits during a single semester, or it may be taken as a second internship during a subsequent semester. To be permitted to enroll in the internship, students must:

1. Be an M.A. student in Sstrategic 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.

DOCTORAL PROGRAMS

DOCTOR OF NURSING PRACTICE

Faculty

Chair of Graduate Nursing Programs: Dillon
Professor: Wolf
Associate Professors: Czekanski, Dillon
Assistant Professors: Piper, Townsend, Uribe, Wilby
Lecturers: Bicknell, Masny, Pellilo, Rodriguez, Schwartz, Swope, Wolf, K.

Description of the Program

Overview

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 DNP Essentials.

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 clinical capstone project. The program delivered online, includes immersion experiences three times throughout the program.

Students may enroll in the program on a part-time (3 credits/semester) or full-time (6 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 curricular plans are individualized and include 500 clinical hours in the program of study. Advanced Practice Nurses (CNS, CRNA, NP and Nurse Midwives), as well as other Master's prepared nurses with a BSN may apply.

Patricia Dillon, PhD, RN
Chair Graduate Nursing and RN to BSN Programs
215.951.1392
dillonp@lasalle.edu
www.lasalle.edu/dnp

If you have any questions regarding the Doctor of Nursing Practice program, please contact: dnp@lasalle.edu

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Philosophy

The philosophy of the DNP program is connected to the belief that the practice doctorate enriches advanced nursing practice by strengthening and expanding students' knowledge and skills. The program prepares students for careers as expert nurse clinicians and leaders who develop, implement, and evaluate programs of care and transform health care systems by using evidence-based innovations and technologies and facilitating interdisciplinary processes. The program develops graduates that have met established competencies of specialty organizations and are responsive to the changing health care needs of national and international populations and diverse patients and groups.

DNP Program Goals

i) Educate professional nurses for Interprofessional practice in advanced nursing roles across community and health care settings.

ii) Meet the health needs of diverse individuals, families, groups, communities, and populations.

Student Learning Outcomes

At the completion of program the student will be able to do the following:

1. 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.

2. Facilitate inter-professional collaboration to provide patient-centered, quality, ethical and safe healthcare.

3. Analyze the impact of evidence based healthcare interventions on patient outcomes.

4. Evaluate health promotion and disease prevention efforts and outcomes to achieve quality healthcare

5. Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations.

6. Enhance clinical judgment and decision-making abilities to address health promotion/disease prevention efforts for individuals, aggregates, or populations.

7. Utilize advanced communication and leadership skills to lead quality improvement and patient safety initiatives.

8. Promote culturally congruent and comprehensive healthcare services to all.

9. Analyze healthcare information systems/technologies to improve healthcare outcomes.

10. Demonstrate responsibility and accountability for ongoing professional development.

Admission Requirements

Each applicant is considered on an individual basis and must meet the following requirements:

1. Master's degree in nursing (MSN) from a nationally accredited program-OR-

2. Master's degree, MBA or MHA from a nationally accredited program (these applicants should also hold a Baccalaureate degree in nursing (BSN); additional course work and clinical hours may apply

3. Current unencumbered United States RN License and Advanced Practice license where appropriate

4. Board certification in the nursing specialty when appropriate (students may enroll in Core Courses while preparing for board certification examination)

5. Resume or Curriculum Vitae

6. Cumulative Master's level GPA of a minimum 3.4 on a 4.0 scale

7. Graduate Record Exam (GRE) for GPAs between 3.4 and 3.7 recommended on an individual basis

8. Evidence of satisfactory completion of Research Methods in the graduate nursing curriculum, and a statistics course (these courses are available prior to the start of the DNP if necessary)

9. Two letters of recommendation; one recent academic reference and one reference should be directly related to professional practice

10. Verification of Precepted Clinical Hours (form provided to the applicant) to be completed by a University official in the applicants Master's or Post-master's program

11. One page (Times Roman 12 font, double spaced) personal statement describing an opportunity for quality improvement or evidence-based change in the applicant's practice setting. The essay should link the improvement ideas with achievement of the applicant's personal career goals

12. Interview by DNP Program Director or designee

13. Completed electronic application form

14. Official transcripts of all previous college work

Additional requirements for candidates for admission:

• New students may earn credits as conditionally accepted students pending approval by the DNP Program Director. No more than six (6) credits earned with conditionally accepted student status may be applied to the DNP degree.

• Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as DNP candidates.

Without exception, students may not begin Residency Courses without required clinical compliances. These may include:

• Criminal and child abuse clearances; FBI background check.

• Proof of current immunization/titers, professional liability insurance, and CPR Certification.

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

Submit application materials on an ongoing basis to

La Salle University
Office of Graduate Admission – Box 826
1900 West Olney Avenue
Philadelphia, PA 19141
215.951.1100
Fax 215.951.1462
grad@lasalle.edu

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Progression through the Program

The DNP Program consists of 38 credit hours beyond the master's degree.

The number of required courses is 13: 4 core courses, 4 advanced core courses, and 5 residency courses. The program may be completed on a part-time or full-time basis, depending on course availability Students should consult with the DNP Program Director for individualized curriculum planning.

Students may be required to enroll in NUR 881 (Capstone Project Seminar), NUR 883 (Clinical Capstone Residency Seminar), or NUR 887 (Clinical Practicum). These courses are optional for degree completion if needed and earn one to two credits each.

The following table depicts the structure of the Doctor of Nursing Practice curriculum for post-MSN students:

Core (3 credits per course)
NUR 702 Advanced Therapeutics
NUR 703 Professional Ethics
NUR 609 Health-Care Economics

Advanced Core (3 credits per course unless otherwise noted)
NUR 619 Clinical Issues in Genetics and Genomics (1 credit)
NUR 695 Public Policy Initiatives: Local to Global
NUR 637 Epidemiology
NUR 704 Statistics and Biostatistics

Residency (3 credits per course unless otherwise noted)
NUR 705 Patient Safety and Health-Care Outcomes
NUR 750 Translating Evidence into Practice
NUR 751 Clinical Leadership and Interprofessional Collaboration
NUR 880 Clinical Capstone Project
NUR 882 Clinical Capstone Residency (4 credits)

Optional (1-2 credit per course)
NUR 881 Capstone Project Seminar (Pass/Fail)
NUR 883 Clinical Capstone Residency Seminar (Pass/Fail)
NUR 887 Clinical Practicum (Pass/Fail)

Note: The DNP program requirements:

1. The overall clinical practice hours for the DNP degree are a minimum of 1000 hours. Students admitted to the Post-Master's DNP will have 500 practice hours satisfied by the Post-Master's Curriculum.

2. Clinical practice hours for DNP students with less than 500 post-BSN clinical hours will be individually evaluated based on their own transcripts. Additional clinical hours can be completed in the Program and may occur in the student's place of employment, or at health care organization sites in the state in 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 negotiated with the student's faculty advisor.

Course Descriptions

NUR 609
HEALTH CARE ECONOMICS
3 credits

This course examines general economic themes and applies them to health and health care systems. The notion of health care as a public good is discussed. Students analyze the impact of consumer demand for services, the aging population, and chronic illness on health care economics. The United States health care system and the reimbursement of health care services are investigated and compared with systems in other countries.

NUR 619
CLINICAL ISSUES IN GENETICS AND GENOMICS
1 credit

The framework for this course is the *Essential Competencies in Genetics and Genomics for Nurses with Graduate Degrees.* A practice-based approach will provide students with the opportunity to analyze the genetics/genomics of a disease/condition (related to their practice) applying professional practice competencies of 1) risk assessment, 2) genetic education, counseling, testing and results interpretation, 3) clinical management, and 4) ethical, legal, and social issues. The course will incorporate "need to know" basic genetic/genomic scientific concepts and evidence-based resources to maintain proficiency in this rapidly advancing field. Additionally, students will design a proposal for integration of genetics/genomics in their practice setting with an emphasis on either the professional responsibility and competency of leadership or research.

NUR 637
EPIDEMIOLOGY
3 credits

This course focuses on the study of the distribution and determinants of health and disease in human populations. A historical perspective of epidemiology provides a background for current practices. Basic concepts, study design, data sources, and statistical measures are examined and applied. Emphasis is placed on the practical applications of epidemiology in the work setting and the global environment. Infection, social, behavioral, psychological, genetic, and environmental components of disease are presented from a public health standpoint. Students analyze the efficacy, cost effectiveness, and ethical concerns of screening programs.

NUR 695
PUBLIC POLICY INITIATIVES: LOCAL TO GLOBAL
3 credits

This course examines social policy, power, and political behaviors directed at changing health care and community systems to benefit populations. The contributions of researchers, policy-makers, analysts, health care providers, and federal, state, and local governments to local, regional, national and global policies are explored. Social, human development and environmental problems are examined in relation to local and broader public policies.

NUR 702
ADVANCED THERAPEUTICS
3 credits

This course presents nursing interventions related to the management of high frequency, high cost, and high risk diseases/conditions. Integrative therapies, including alternative medicine and homeopathy, as well as traditional approaches to disease management are explored. Students create an electronic portfolio to serve as a data source to inform personalized needs assessment and ongoing self-evaluation specific to the skills and knowledge required of a doctoral-prepared nurse. Students explore technological options to manage data for professional, personal, and clinical decision making. Students develop a tentative plan for developing a clinical capstone project based preliminary identification of outcomes-of-interest related to evidence-based practice, quality improvement, or research.

NUR 703
PROFESSIONAL ETHICS
3 credits

This course is designed to provide a foundation in ethics as it applies to the health professions. Moral development theories, ethical approaches, principles, and professional codes of ethics are critically examined with a focus on their application to practice and ethical decision-making processes used in health care. The course will draw on students' clinical experiences and use a case study approach to promote moral reflection and personal values clarification. The demand for moral agency and ethical leadership, given a profession's responsibilities to society, is studied. The course highlights the ethical competence needed by health care professionals, individually and collectively, to respond to contemporary and emerging ethical challenges in our pluralistic society.

NUR 704
STATISTICS AND BIOSTATISTICS
3 credits

This course reviews correlation, prediction and regression, hypotheses testing, t-tests, ANOVA, and ANCOVA. Statistical support of decisions to treat are emphasized including point and interval estimators, risk evaluation, odds ratio, and analysis of dichotomous and continuous variables representing health outcomes. Concepts are applied to the critique of nursing and other disciplines' research studies.

NUR 705
PATIENT SAFETY AND HEALTH-CARE OUTCOMES
3 credits

60 clinical hours; 30 hours didactic

Students analyze patient safety strategies and programs associated with improved patient care outcomes in various community and health-care agency settings. Students explore health-care errors and the impact of errors on patient, family, and health-care delivery systems. Techniques of process improvement are applied to outcomes management.

NUR 750
TRANSLATING EVIDENCE INTO PRACTICE
3 credits

60 clinical hours; 30 didactic hours

In this course, students build on their knowledge of nursing theory, research design, and approaches to data analysis. They evaluate nursing and other disciplines' research based on a critical evaluation of the literature. Students identify an issue from a declared practice focus for a 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
3 credits/60 clinical hours

In this course, students analyze the interplay of organizational culture and structures in complex health-care systems from various theoretical perspectives. Management, organization, team-building, and conflict resolution topics are investigated; and leadership theories are compared. Case studies demonstrating effective and ineffective clinical leadership are scrutinized related to their impact on the care-delivery process. Historical and emerging relationships among health-care professionals are examined along with quality improvement strategies aimed at changing organizational cultures and processes.

NUR 880
CLINICAL DNP PROJECT
3 credits

135 clinical hours; 15 didactic hours

Students develop a scholarly project and explore practice issues that influence project success. They investigate associated literature and confer with clinical practice leaders to refine the outcomes-focused project. The scholarly project proposal is shaped by needs assessment data, literature review, and program evaluation strategies. Students critique and disseminate their approved scholarly project. The role of the DNP graduate as a clinical leader in health care and community systems is addressed as it relates to the evaluation and dissemination of the scholarly project.

Clinical activity: Students design a clinical capstone project informed by the work completed in the previous courses. Students synthesize previous assignments and develop a capstone project proposal that is shaped by needs assessment data, literature review, and program evaluation strategies. Students consult with experts from the clinical field and work closely with a faculty adviser/project chair.

NUR 881
DNP PROJECT SEMINAR
1 credit (Pass/Fail) (Additional course) **

This course is a continuation course to NUR 880. It is designed to provide opportunities for students requiring additional supports necessary for completing the written 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
CLINICAL DNP RESIDENCY
4 credits

185 clinical hours; 19 hours didactic/meeting hours

Students participate in an individually designed clinical practice immersion experience designed to build knowledge and skill for advanced specialty practice at a high level of complexity. The immersion experience provides the practice context in which the clinical scholarly project is completed. Students complete required scholarly project coursework and obtain approval from their project committee. They implement an evidence-based scholarly project in a health-care or community agency. The required scholarly project end-product is a publishable manuscript.

NUR 883
CLINICAL DNP RESIDENCY SEMINAR
1 credit (Pass/Fail) (Additional course) **

This course is a continuation course to NUR 881. This seminar offers students the opportunity to complete the clinical 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
1 -2 credit (Pass/Fail) (Additional course) **

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.

Scholarly Project Requirement

The Scholarly Project (SP) 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 SP end-product will be a tangible practice-related deliverable. This scholarly project will be reviewed and evaluated by an academic committee. The SP should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including a published manuscript.

DOCTOR OF PSYCHOLOGY (PSY.D.) IN CLINICAL PSYCHOLOGY

Faculty

Program Director: Randy Fingerhut, Ph.D.

Director of Clinical Training: Nataliya Zelikovsky, Ph.D

Director of Psy.D. Research and Dissertations: Sharon Armstrong, Ph.D.

Director, La Salle University Community Psychological Services: Kathleen Murphy-Eberenz, Ph.D.

Professors: Burke, Rooney

Associate Professors: Armstrong, Cardaciotto, Collins, Falcone, Fingerhut, Goldbacher, McClure, Montague, Moon, Spokas, Wilson, Zelikovsky

Assistant Professors: Jacob, McMonigle, Roth, Sude

Associate Faculty: Mattei

Core Adjuncts: Booker, Gold, Hannigan, Levin, Moore, Palmer, Sposato

Description of the Program

The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in either psychology or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option, which allows two levels of the program to be completed over four calendar years for a maximum timeframe of seven years from entry to degree completion.

The program follows the practitioner-scholar model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study. The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology. The program emphasizes the integration of science and practice, actively promotes an evidence-based approach to the practice of clinical psychology, and acknowledges and incorporates issues of human diversity throughout the curriculum.

The program offers three areas of concentrated study for students with particular career interests: 1) General Clinical Practice, 2) Child Clinical Psychology, and 3) Clinical Health Psychology.

Randy Fingerhut, Ph.D.
Director
215.951.1284
fingerhut@lasalle.edu
www.lasalle.edu/psyd

If you have any questions regarding the Doctor of Psychology in Clinical Psychology program, please contact: psyd@lasalle.edu

Accreditation

Susan Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
202.336.5979
Visit the Web site at: www.apa.org

Mission

La Salle University's 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 Goals

Goal #1: The preparation of practitioners of clinical psychology who understand the scientific body of knowledge that serves as the foundation of clinical practice.

Goal #2: The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, core clinical skills essential for effective professional practice.

Goal #3: 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.

Goal #4: The preparation of practitioners of clinical psychology who demonstrate understanding of, and competency in, emerging and expanding roles for the professional psychologist.

Goal #5: 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 diagnostic assessments;

- 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 to 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 an 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.

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 Psy.D. application is January 8. That means that everything must be received by January 8. Any application materials received after January 8 will not be considered.

To be accepted for admission to the program, a candidate must:

1. Complete the Application for Admission which may be obtained at http://lasalle.edu/grad accompanied by the stipulated application fee payable to La Salle University. The application fee is waived for applications submitted online.

2. 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 grade-point-average of 3.0 on a 4.0 scale; those with an M.A., a 3.2. The record should show the completion of 15 hours in psychology with particular reference to General Psychology, Developmental Psychology, Personality, Statistics, Methodology and Tests and Measurements (Students lacking these required courses will be required to complete them prior to matriculation).

3. Provide official transcripts from the institutions of higher education showing all undergraduate and previous graduate study.

4. 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.

5. Foreign students must present an acceptable TOEFL score and all international academic credentials must be reviewed by World Education Services (wes.org).

6. 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.

7. Provide a current Curriculum Vitae or résumé (this will be uploaded with the application).

8. 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 disadvantaged 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).

9. Attend a personal interview required for all finalists.

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 CVs/resumes 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.

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

Transfer Credit

Students who have completed graduate work in psychology or a closely related discipline may have up to 18 credits of foundations course work transferred. Only foundation courses will be considered for transfer. Under no circumstances will clinical skills courses be eligible for transfer. Courses that can be considered for transfer are: Social Psychology, Developmental Psychology, Personality and Individual Differences, Cognitive Psychology, Psychological Measurement, and Statistical Analysis and Research Methodology. Credit may be awarded for previous course work in these areas that meet the program's equivalency criteria with regard to course content and competency level. Students must submit written requests for transfer prior to beginning class in Level I and include syllabi and any other supporting documentation. Faculty will evaluate the syllabi/documentation submitted and will recommend transfer if the previous course overlaps with the La Salle University course syllabus by 80 percent, and the student passes the appropriate part of the foundations examination given to doctoral students. Decisions in this regard will be made on a case-by-case basis.

Tuition and Fees

Tuition and fees for the current year are provided in the General Reference section of this catalog.

Tuition Assistance

A limited amount of tuition-reduction funding is available for full-time students enrolled in the first level of the program. To qualify, students must contact the financial aid office and apply for federally funded work-study (through submission of a FAFSA form). While students do not have to accept an offer for work-study, this process allows the Psy.D. Program to verify financial need. Students who qualify for work-study thus also qualify for consideration for the limited tuition-reduction funding available in the first year of the program.

Financial Aid

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

Other Financial Aid Resources

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.

Degree Requirements

Clinical Psychology, M.A.

Students earn a Master of Arts degree in Clinical Psychology after successfully completing Level I and Level II courses and passing Part I and II of the Comprehensive Examination.

Upon satisfactory evaluation by the faculty (SPEC*), the doctorate is awarded to candidates who have successfully completed the following requirements of the program:

1. 114 graduate credits of course work as designated.
2. The Comprehensive Examination, Parts I, II, and III (See Student Handbook for details)
3. The Practicum Progression
4. The Clinical Internship
5. The Clinical Dissertation
* SPEC is an acronym for Student Progress Evaluation Conference, a meeting of all program faculty that meets periodically to review student progress.

Progression through the Program

In its entirety, the program is 114 graduate credits—75 credits of required courses shared by all students, 12 credits specific to the chosen area of concentration, 12 practicum credits (minimum), six dissertation credits (minimum), and nine clinical internship credits.

Students choose a concentrated area of study as they progress through the program. From a solid foundation in the basic competencies in clinical psychology, the program offers three concentrations: General Practice, Child Clinical Psychology, and Clinical Health Psychology. In each concentration area, the student is first provided with the essential foundation material upon which clinical practice is based, and then moves to sequential instruction and training in a range of assessment and intervention modes specific to the particular concentration. Students choosing to follow one of these concentrated areas of study will complete their Doctoral Practicum II in a site appropriate for their concentration and will complete their Clinical Dissertation in their chosen concentration. The program requires the completion of a practicum progression and full-year clinical internship (see Psy.D. Student Handbook for details).

The practicum progression is designed to provide the student with both depth and breadth of experience. Each student will be expected to gain experience with a range of roles, settings, populations, clients, clinical problems, and techniques. This is accomplished in clinics, hospitals, and other community agencies of the richly diverse greater Philadelphia metropolitan area, as well as in our own community clinic (i.e. La Salle University Community Psychological Services). Prior to external practica, students have a "pre-practicum" experience during their first level in the program. This experience is through direct client assessments (as part of the required assessment courses) at the assessment lab and at the La Salle University Community Psychological Services. The practicum progression is ordinarily a two-tiered experience with slight variations built in for students in each concentration area. The two externships share the same structure and requirements, except that the second level requires progressively more sophisticated skills and may encompass a wider variety of clinical activities. All students will complete at least two years of externship training within the program and may choose an optional third externship year. During the entire practicum training experience, in addition to external placements, students will see clinical cases at the psychology training clinic and will participate in weekly clinic team meetings in which they will receive supervision, support, and guidance from clinical faculty and peers.

The clinical internship is a one-year, full-time (or two-calendar-year, part-time) experience that may be undertaken after the student has successfully completed the first four levels of the program, including all practica and Comprehensive Examination Parts I, II, and III, has successfully defended the Clinical Dissertation proposal, and has been approved by the clinical training committee. The clinical internship is an intensive training experience requiring 36 to 40 hours of service a week over one year or 18 to 20 hours a week over two years in a clinical setting. Detailed procedures and requirements for the clinical internship are provided in the Clinical Training Manual.

The program requires the completion of a Clinical Dissertation that addresses an important original question of relevance to the practice of psychology. It is a training experience designed to provide the student with a guided opportunity for integrating and interpreting findings from existing empirical research as well as designing and carrying out a project demonstrating scholarship in addressing a clinically relevant psychological issue.

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 at http://www.lasalle.edu/doctor-of-psychology/files/2016/09/psyd-stats-2016.pdf.

Psy.D. Curriculum

Courses Required of All Students (75 hours)
PSY 700 (3) Psychotherapy I: Individual Approaches
PSY 701 (3) Biological Bases of Behavior
PSY 702 (3) Foundations of Psychotherapy: Mechanisms of Change and the Therapeutic Process
PSY 703 (3) Human Behavior IV: Social Bases
PSY 704 (3) Psychopathology I: Adult Psychopathology
PSY 705 (3) Psychotherapy II: Group and Systemic Approaches
PSY 706 (3) Interviewing and Psychotherapy Lab
PSY 707 (3) Psychopathology II: Child and Adolescent Psychopathology
PSY 708 (3) Human Behavior I: Developmental Bases
PSY 709 (3) Psychological Assessment I: Cognitive Assessment
PSY 710 (3) Psychological Assessment III: Integrative Battery
PSY 711 (3) Human Diversity
PSY 713 (3) Human Behavior II: Cognitive Psychology
PSY 714 (3) Human Behavior III: Personality and Individual Differences
PSY 724 (3) History and Systems of Psychology
PSY 730 (3) Psychological Assessment II: Personality and Behavioral Assessment—Objective Approaches
PSY 740 (3) Advanced Cognitive Behavior Therapy: Theory and Application
PSY 750 (3) Psychopharmacology
PSY 766 (3) Working with Families in Clinical Psychology
PSY 770 (3) Psychological Measurement and Statistical Analysis
PSY 771 (3) Research Methodology

PSY 784 (3)   Consultation and Education
PSY 785 (3)   Introduction to Professional Practice, Ethics, and Conduct
PSY 787 (3)   Supervision and Management
PSY 792 (3)   Professional Ethics

General Clinical Practice (12 hours)
PSY 741 (3)   Advanced Seminar in Psychotherapy and Clinical Practice
Clinical Elective (3)
Clinical Elective (3)
Clinical Elective (3)

Child Clinical Psychology (12 hours)
PSY 719 (3)   Psychological Assessment of Children and Adolescents I
PSY 753 (3)   Pediatric Psychology
PSY 762 (3)   Advanced Seminar in Clinical Child and Family Psychology
PSY 765 (3)   Child and Adolescent Psychotherapy

Clinical Health Psychology (12 hours)
PSY 751 (3)   Clinical Health Psychology I
PSY 752 (3)   Clinical Health Psychology II
PSY 757 (3)   Neuropsychological Assessment I
or **PSY 753 (3)** Pediatric Psychology
Clinical Elective (3)

Doctoral Practicum (12 hours)
PSY 782 (3)   Doctoral Practicum I / Practicum Seminar I
PSY 783 (3)   Doctoral Practicum I / Practicum Seminar I
PSY 788 (3)   Doctoral Practicum II / Practicum Seminar II
PSY 789 (3)   Doctoral Practicum II / Practicum Seminar II
PSY 794 (3)   Doctoral Practicum III / Practicum Seminar III (OPTIONAL)
PSY 795 (3)   Doctoral Practicum III / Practicum Seminar III (OPTIONAL)

Clinical Dissertation
PSY 772 (3)   Clinical Dissertation Seminar I: CD Initiation
PSY 773 (3)   Clinical Dissertation Seminar II: CD Manuscript Preparation
PSY 774 (3)   Clinical Dissertation Seminar III: CD Completion (if necessary)

Clinical Internship
PSY 800, 801, 802 (9)   Clinical Internship (Full Time)
PSY 870, 871, 872 (6)   Clinical Internship (Part Time)
PSY 873, 874, 875 (3)   Clinical Internship (Part Time)

Course Descriptions

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: PSY 700

PSY 706
INTERVIEWING AND PSYCHOTHERAPY LABORATORY

A laboratory course designed to develop basic diagnostic and interviewing proficiency. In addition, basic relational and intervention skills essential to establishing an effective therapeutic alliance and promoting behavioral change will be discussed and practiced.

PSY 707
PSYCHOPATHOLOGY II: CHILD AND ADOLESCENT PSYCHOPATHOLOGY

A second course in psychopathology looking at psychological disorders found in childhood and adolescence. Issues of etiology, symptomatology, diagnosis, prevention, treatment and impact on systems over the life span will be discussed. Emphasis will be placed on contemporary issues and diversity. Students will be introduced to the DSM and related diagnostic systems for disorders of childhood and adolescence.
Prerequisite: PSY 704

PSY 708
HUMAN BEHAVIOR I: DEVELOPMENTAL BASES

This course examines how developmental pathways are shaped by the interaction of biological (e.g., genetics) and environmental factors. We explore various theoretical frameworks for the study of development, with an eye toward those that have received empirical support. Particular attention is paid to the ways that developmental processes are similar and dissimilar across various sociocultural groups, and to the clinical implications of such processes.

PSY 709
PSYCHOLOGICAL ASSESSMENT I – COGNITIVE ASSESSMENT
3 credits

This course provides students with basic competencies in the selection, administration, scoring, and interpretation of individually administered tests of intelligence and achievement. The Wechsler scales will be highlighted. Issues of theory, research, clinical utility, and ethics are addressed. Special attention will be given to issues relating to culturally sensitive assessment methodology.
Co-requisite: PSY 770

PSY 710
PSYCHOLOGICAL ASSESSMENT III: INTEGRATIVE ASSESSMENT BATTERY

This course will provide for focused study and experience integrating psychological tests and test batteries. Particular focus will be on writing professional reports specific to a variety of clinical settings and in cross-validating psychological assessment results with interview and other available data.
Prerequisites: PSY 709 and 730

PSY 711
HUMAN DIVERSITY

This course will provide students with the knowledge needed to be clinically sensitive therapists able to work with a range of individuals from diverse backgrounds.

This course has two parts: 1) multicultural diversity and 2) individual diversity. In the first part of the course, we will cover cultural differences and how they relate to the diagnosis of psychopathology and what we consider "normal" versus "abnormal." We will explore how cultures differ on important clinical issues such as violence, suicide, expression of emotions, and childrearing, among many others. Practical implications, the APA's guidelines for multicultural competency, and some multicultural therapy approaches will be presented. The second part of the course will be a discussion of the other ways individuals are diverse and therefore can be treated unfairly in our society. We will spend time examining society's acceptance, views, and treatment of individuals who are considered diverse, or would be considered minorities, because of their gender, religious practices, sexual orientation, disability, socioeconomic status, or medical conditions. Our role as psychologists in assisting those in need and the importance of social activism will be explored. Practical implications for successful therapy with diverse individuals will be discussed. Finally, we will discuss the importance of therapists' acknowledgment of their own biases and how these biases can influence the therapeutic process if not addressed.

PSY 713
HUMAN BEHAVIOR II: COGNITIVE PSYCHOLOGY

This course provides students with the empirical and theoretical foundations of contemporary cognitive psychology. Topics include attention, perception, memory, knowledge representation, and structure, consciousness and metacognition, imagery, language, reasoning, decision making, and emotion. Attention will also be given to how cognitive processes may change with aging, be compromised in certain disorders, or vary within gender and culturally diverse groups.

PSY 714
HUMAN BEHAVIOR III: PERSONALITY AND INDIVIDUAL DIFFERENCES

This course will involve an exploration of historical and contemporary models for understanding human personality. The focus in this course will be an in-depth examination of the range of major theoretical models that explain and describe human behavior and differences between individuals. Socio-cultural differences in behavior will be given careful attention throughout the course. Attention to both categorical and dimensional

models of personality will be examined. In addition, the application of personality theories and research in clinical assessment and psychotherapy will be addressed; in particular, there will be a detailed exploration of personality disorders in terms of both DSM-IV-TR diagnostic criteria and underlying psychopathology.

PSY 719
PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS

This is a skills course in which the student will become familiar with psychological assessment principles, tools, and practice with children and adolescents. The student will be given training in the selection, administration, scoring, and interpretation of a variety of measures appropriate to children and adolescents. Students will then learn procedures for effectively utilizing these measures with the individual assessed, family, school, and other significant elements of the child's world.
Prerequisite PSY 709 and 730

PSY 720
PSYCHOLOGICAL ASSESSMENT OF CHILDREN AND ADOLESCENTS II

This course is a continuation of PSY 719 in which the student will extend their knowledge, proficiencies, and skills in psychological assessment with this population.
Prerequisite PSY 719

PSY 724
HISTORY AND SYSTEMS OF PSYCHOLOGY

This course provides the student with knowledge about and understanding of the development of psychology as a science and profession. Three general topic areas are examined: psychology's historical roots in philosophy, natural science, and national cultures; the work of the early psychologists; and the development of various "systems" or "schools" of psychology in the 20th century.

PSY 730
PSYCHOLOGICAL ASSESSMENT II: PERSONALITY AND BEHAVIORAL ASSESSMENT--OBJECTIVE METHODS

This course will focus on theory and practice of personality and behavioral assessment. The student will be given training in the administration, scoring, and interpretation of several of the more widely used measures of personality and behavioral/emotional functioning (MMPI-II, MMPI-II-RF, MMPI-A, PAI, MCMI-III, BDI, etc.). Ethical and cultural issues related to this approach to assessment will also be highlighted.
Prerequisite: PSY 709

PSY 740
ADVANCED COGNITIVE BEHAVIOR THERAPY – THEORY AND APPLICATION

This course is intended to provide the historical development, theoretical rationale, and the empirical base for rationalist, constructivist, and contextual approaches to cognitive behavioral therapy. Contemporary approaches to cognitive behavioral psychotherapy will be discussed in terms of its efficacy in the treatment of a wide range of psychological disorders and with diverse populations. Issues relating to psychotherapy integration and treatment of diverse populations will also be covered in this class.
Prerequisite: PSY 700

PSY 741
ADVANCED SEMINAR IN PSYCHOTHERAPY AND CLINICAL PRACTICE

This is an advanced seminar exploring issues in psychotherapy and the contemporary practice of clinical psychology. Focal topics will be announced and resource speakers with expertise in those areas will be

invited to participate. Disciplined and thorough literature reviews will be stressed.
Prerequisite: PSY 740

PSY 742
CLINICAL PSYCHOLOGY IN PRIMARY CARE

This course will address the importance of the psychologist-physician relationship in the treatment of chronic and acute medical illnesses and the role of psychological interventions in the primary care setting. Illnesses will be conceptualized based on disease causes, treatments, and barriers, and specific interventions for each will be addressed. Treatment techniques, including, but not limited to, brief therapy, stress management, pain management, smoking cessation, and cognitive behavioral therapies, will be addressed as they relate to the psychologist's role in helping patients manage medical illness more effectively.
Prerequisite: PSY 700 and 705

PSY 743
CLINICAL HYPNOSIS

An intellectual and experiential introduction to hypnosis as a tool in various forms of psychological intervention. The course will examine the history of hypnotic phenomena, the extensive scientific research over the past 40 or so years, and the use of hypnosis in the contemporary practice of psychotherapy.

PSY 747
BIOFEEDBACK TRAINING AND SELF-REGULATION

An introductory course in the theory and methods of biofeedback and self-regulation training. The emphasis will be upon presenting the theoretical basis for and technology associated with the primary modalities of biofeedback and their applications to physical rehabilitation and psychotherapy. Demonstrations and hands-on training will be used throughout.
Prerequisite: PSY 700, 701, 757, and 758

PSY 750
PSYCHOPHARMACOLOGY

A study of how psychoactive drugs impact human behavior. Emphasis will be on how selected drugs interact with neurotransmitter systems and how neurotransmitter systems modulate behavior. Particular reference will be made to reaction of central nervous system to chemically effective drugs (anti-anxiety, anti-depressant, anti-psychotic). Indications and contraindications will be stressed as well as management strategies.
Prerequisite: PSY 701

PSY 751
CLINICAL HEALTH PSYCHOLOGY I: INTRODUCTION TO BEHAVIORAL HEALTH

Clinical Health Psychology I is a graduate-level course that will provide doctoral students with a foundation of clinical health psychology and behavioral medicine. First, the most widely studied and empirically supported theories of health behaviors will be introduced in relation to behavioral risk factors. Next, we will focus on assessment and treatment of the primary behavioral problems encountered within behavioral medicine, which include sleep disorders, sexual dysfunction, high-risk sexual behaviors, obesity, eating disorders, chronic pain, substance abuse/dependency, and tobacco addiction.

PSY 752
CLINICAL HEALTH PSYCHOLOGY II: WORKING WITH MEDICALLY ILL POPULATIONS

This course will build on the foundation provided by Clinical Health Psychology I. Clinical Health Psychology II is a graduate-level course that will provide doctoral students with an in-depth look at working in medical settings. We will cover working in primary care and working in specific populations such as cancer. We will discuss the practical side of setting up behavioral consultation services in medicine and specific issues related to various diseases seen in primary 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: PSY 751

PSY 753
PEDIATRIC PSYCHOLOGY

This course will provide an overview of theory, research, and professional practice in pediatric psychology. The course will review medical and behavioral aspects of the most common chronic pediatric illnesses, theories explaining the etiology and maintenance of behavioral aspects of pediatric illness, and considerations for psychological assessment and intervention in areas such as adherence to medical interventions, emotional difficulties related to chronic illness, and coping with medical procedures. Course content will also include discussion about the evolving role of psychologists in pediatric settings.

PSY 757
NEUROPSYCHOLOGY I – FUNDAMENTALS OF NEUROPSYCHOLOGICAL ASSESSMENT

An introduction to neuropsychological assessment techniques. Interview-based and psychometric approaches will be examined. The course will emphasize the development of skills for recognizing and describing deficits in major aspects of cognitive functioning. The relationship between neuropsychological assessment techniques and procedures and brain-behavior relationships will be highlighted.
Co-requisite or prerequisite: PSY 701

PSY 758
NEUROPSYCHOLOGY II – ADMINISTRATION AND INTERPRETATION OF COMPREHENSIVE BATTERIES

The role of the comprehensive neuropsychological assessment procedures in the evaluation of neurobehavioral disorders is explored. Comprehensive batteries, including the Halstead-Reitan and the Luria-Nebraska, will be employed, as well as general use batteries, batteries for assessing specific disorders (e.g. dementia, CVA, etc.), and Lezak's patient-oriented hypothesis-testing model. Both psychometric and qualitative aspects of the assessment process will be explored along with the selection and use of appropriate normative comparison standards.
Prerequisite: PSY 757

PSY 762
ADVANCED SEMINAR IN CLINICAL CHILD AND FAMILY PSYCHOLOGY

An advanced seminar on issues of theory and practice in contemporary child-clinical and family psychology. This seminar focuses on in-depth analysis of modern issues impacting child and family psychology, including the practical application of empirically supported treatments and discussions of present-day debates. This seminar is designed to extend the student's knowledge of basic principles and theories beyond the classroom and carefully consider how these translate to real-life situations. Disciplined and thorough literature reviews will be stressed.

PSY 765
CHILD AND ADOLESCENT PSYCHOTHERAPY

An advanced course focusing on issues of theory and practice in child and adolescent psychotherapy. The focus of study will be on those interventions with demonstrated empirical support. Both individual and systemic approaches will be carefully examined and considered. Special attention will be given to issues of diversity and its impact on working with children, adolescents, and their families.

PSY 766
WORKING WITH FAMILIES IN CLINICAL PSYCHOLOGY

This course is designed to provide clinical psychology students with an understanding of the major concepts in the field of family therapy, as well as a comprehensive overview of systems approaches. The course will provide a thorough examination of the classic schools of family therapy and an overview of recent developments in the field. The intrapersonal, interpersonal, and intersystemic dimensions of diagnosis and treatment will be explored. The concepts of family origin, family functioning, structure, strength, and narratives will be studied. The ethical considerations in treating a family, a couple or an individual will also be explored, examined, and discussed.

PSY 770
PSYCHOLOGICAL MEASUREMENT AND STATISTICAL ANALYSIS

Students will be introduced to fundamental principles and concepts of measurement theory. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

Students will be introduced to fundamental principles and concepts of measurement theory, including reliability, validity, standard error of measurement, and correlation. In addition, students will develop a fundamental understanding of the foundation of statistical procedures and data analysis and will develop the statistical skills necessary for accurate interpretation of clinical measures and completing a research project.

PSY 771
RESEARCH METHODOLOGY

The focus of this course will be upon developing an understanding of research design and development of those skills necessary for the implementation of a research project. In particular, students will develop and have an understanding of issues, concepts, and procedures in clinical efficacy and effectiveness research.
Prerequisite: PSY 770

PSY 772
CLINICAL DISSERTATION SEMINAR I: PROJECT INITIATION

This course will focus on developing a dissertation idea, conducting a preliminary literature search, and developing appropriate research strategies. The course includes an introduction to advanced statistical approaches such as logistic regression and multivariate analysis of variance. This statistical training is meant to facilitate the student's literature review as well as provide a foundation in techniques that may be used in the dissertation project. Details about the Clinical Dissertation can be found in the Clinical Dissertation Manual included in the Student Handbook
Prerequisite: PSY 771

PSY 773
CLINICAL DISSERTATION SEMINAR II: MANUSCRIPT PREPARATION

This course will focus on organization of data and manuscript preparation in preparation for a completion of the written and oral portion of the Clinical Dissertation project.
Prerequisite: PSY 772

PSY 774
CLINICAL DISSERTATION SEMINAR III: PROJECT COMPLETION

This course must be taken by all students who do not complete the Clinical Dissertation by the conclusion of PSY 773. This course must be retaken until the project is fully completed.

PSY 782, 783
DOCTORAL PRACTICUM I/ PRACTICUM SEMINAR I

The first of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 784
CONSULTATION AND EDUCATION

Designed to prepare students for the role of psychologist consultant and educator, this course will pay particular attention to the dynamics of working with groups and organizations in a variety of settings and making effective interventions at a systemic level. In addition, education in psychology, with an emphasis on Core curriculum and competencies, historical developments, and future directions will be thoroughly explored.

PSY 785
INTRODUCTION TO PROFESSIONAL PRACTICE, ETHICS AND CONDUCT

This course includes didactic and discussion components and focuses on issues important to professionals about to enter the field, including an orientation to modern clinical psychology, an introduction to ethical and legal issues, and trends in professional education and practice.

PSY 786
INDIVIDUAL HUMAN DIVERSITY

This course will focus on the impact and implication of diversity issues, beyond cultural differences, on the functioning of individuals and relationships, as well as on the theories of psychopathology and practice of psychotherapy. Clinical psychologists commonly deal with issues related to gender, class, aging, disability, and sexual preference when working with clients. This course will provide students with a solid appreciation of these issues and how living in our society, combating these issues daily, can affect individuals, families, and relationships. Further, we will discuss how therapists can acknowledge their own biases and how these biases can influence the therapeutic process if not addressed. Finally, this course will provide clinical guidelines for working effectively and sensitively with individuals and families dealing with issues of gender, age, disability, class, and sexual preferences.

PSY 787
SUPERVISION AND MANAGEMENT

This course will stress the supervisory and case management roles and the student's ability to be a leader and catalyst in these processes. Furthermore, practice development and economic issues in clinical psychology are explored. The student should have completed the first practicum before enrolling in this course.

PSY 788, 789
DOCTORAL PRACTICUM II/PRACTICUM SEMINAR II

The second of two externships in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 792
PROFESSIONAL ETHICS

An examination of professional and ethical issues, with particular reference to the everyday issues of practice. The student will be encouraged to develop a "critically examined" personal style and stance with which to address these issues. The class focus will be on the development of an understanding and a working knowledge of the American Psychological Association Code of Ethical Conduct and relevant State of Pennsylvania laws and statutes.

PSY 794, 795
DOCTORAL PRACTICUM III/PRACTICUM SEMINAR III – (OPTIONAL)

The third optional externship in an approved field placement site. To be accompanied by the practicum seminar. Details are listed in the Practicum and Internship Manual included in the Student Handbook.

PSY 800, 801, 802
FULL-TIME CLINICAL INTERNSHIP

One-year, full-time internship in an approved facility. Continuous registration over three semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.
With Permission of Director of Clinical Training

PSY 870, 871, 872, 873, 874, 875
PART-TIME CLINICAL INTERNSHIP

Two-year, part-time internship in an approved facility. Continuous registration over six semesters for a total of nine credits is required. The total clock hours served should not be less than 2,000. See Practicum and Internship Manual included in the Student Handbook for details.
With Permission of Director of Clinical Training

POST-BACCALAUREATE PROGRAMS

NURSING CERTIFICATES

La Salle offers a variety of post-baccalaureate certificates for nursing professionals interested in broadening their skills. These college credit-bearing courses may be applied toward degree requirements at La Salle University in addition to meeting the requirements of the certificate program. For more information on any of the listed programs, contact La Salle's School of Nursing and Health Sciences at 215.951.1430.

School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

Certificate in Gerontology

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.

PREMEDICAL CERTIFICATE PROGRAM

La Salle University's Premedical Certificate Program gives you the opportunity to change your current career to one in the health professions. It provides students with the necessary prerequisites for admission into the medical school or another health professions program, such as dental, optometry, and podiatry schools. Many of these programs are interested in candidates who have unique backgrounds and life experiences. Past students in La Salle's Post-Bac program have had undergraduate degrees in engineering, business, and liberal arts. Students who complete this program receive a Certificate in Premedical Sciences. For more information, contact Dr. Geri Seitchik at 215.951.1248.

THE PRE-SPEECH-LANGUAGE PATHOLOGY PROGRAM

The PreSLP program provides post-baccalaureate students who do not have the required background in communication sciences and disorders with the prerequisite courses in basic human communication sciences needed to apply to a master's degree program in speech-language pathology.

This unique program offers the recommended 10 to 11 required courses online, affording students the choice of a flexible schedule to pursue the needed prerequisites for a master's program in speech-language pathology.

Upon completing the PreSLP program, students demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Students are strongly encouraged to take all PreSLP courses unless their records indicate that they have taken equivalent courses and earned a B or higher in those courses. By completing the PreSLP program, students are prepared to apply to a graduate program in speech-language pathology. However, entrance into the PreSLP program does not guarantee acceptance into La Salle's graduate Speech-Language-Hearing Science Program.

The following courses are the recommended PreSLP courses and are offered online. Note that WB indicates online and P WB courses are limited to students enrolled in the PreSLP program:

COSD 100P WB
INTRODUCTION TO LANGUAGE AND COMMUNICATION
3 credits

This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized.

COSD 102P WB
INTRODUCTION TO COMMUNICATION DISORDERS
3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the speech-language pathologist and audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language-Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

COSD 200P WB
PHONETICS
3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, dynamics of articulation, American dialectical variants, and developmental phonology.

COSD 202P WB
ANATOMY AND PHYSIOLOGY OF THE SPEECH
AND HEARING MECHANISMS
4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 and BIO 162, BIO 164P WB, or permission of instructor.

COSD 203P WB
LANGUAGE DEVELOPMENT
3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of

normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: COSD 100, COSD 100P WB, or permission of instructor.

COSD 211P WB
ACOUSTIC BASES OF SPEECH AND HEARING
3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

COSD 304P WB
INTRODUCTION TO AUDIOLOGY
3 credit

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

COSD 306P WB
NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: COSD 202 or equivalent, or permission of instructor.

COSD 308P WB
CLINICAL PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
4 credits

This course introduces the speech-language-hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment, and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisite: COSD 102, COSD 200, COSD 203, or equivalents, or permission of instructor.

COSD 314P WB
DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
3 credits

This course provides the student majoring in speech-language-hearing science with a framework for understanding the diagnostic process in speech-language pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report-writing and presentation of findings are examined. Observations of diagnostic testing by an American Speech-Language-Hearing Association (ASHA)-certified speech-language pathologist are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: COSD 102, COSD 200, COSD 203, or equivalents, or permission of instructor.

GENERAL ASHA CERTIFICATION REQUIREMENTS

The 2005 ASHA certification guidelines require students to complement their courses in basic human communication sciences with additional courses. These guidelines require students to have both a biology and physical science course. In addition, students need to have courses in the social and behavioral sciences. Currently, La Salle does not offer most of these courses via distance. Students who have not completed these requirements on the undergraduate level may have to take these courses on either La Salle's campus or another institution to gain the credits needed to be accepted into a master's program.

To fulfill these requirements, La Salle University suggests:
- **BIO 164 WB** Essentials of Anatomy and Physiology (Biological Sciences)
- **PHY 205** Essentials of Physics (Physical Science)
- **HSC 217** Statistics for the Health Sciences
- **EDC 103** Educational Psychology OR **PSY 210** Developmental Psychology
- **PSY 220** Psychopathology (Social and Behavioral sciences)

Course Descriptions

BIO 164 WB
ESSENTIALS OF ANATOMY AND PHYSIOLOGY
4 credits

This is a Web-based course designed to present the essentials of human anatomy and physiology. The cell as the fundamental unit of life is discussed and examined, including structure and metabolism. The organization of cells into tissues, tissues into organs, and organs into systems is thoroughly explored, and the integumentary, skeletal, muscular, and nervous systems are focal points of study. The course examines in depth the structure and function of five organ systems: (1) endocrine system, (2) blood and cardiovascular system, (3) lymphatic and immune system, (4) respiratory system, and (5) digestive system. The course emphasizes structure and function relationships as well as the interaction among the organ systems. There will be an array of lecture and laboratory exercises involving the use of computerized data acquisition and analyses.

APPENDIX

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PATRICIA WILSON (2005)
Associate Professor, Psychology, A.S., Ocean County College, B.A., Georgian Court College; M.S., Ph.D., Rutgers, The State University of New Jersey.

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Professor, Nursing, Diploma, Germantown Hospital School of Nursing; B.S.N., University of Pennsylvania; M.S.N., Boston College; Ph.D., University of Pennsylvania.

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DAVID ZUZGA (2012)
Assistant Professor, Biology, B.A., Vassar College; Ph.D., Thomas Jefferson University.

Event	Day Undergraduate	Evening Undergraduate	Graduate Programs
Summer 2017			
Full Summer Courses Begin	May 22 (M)	May 22 (M)	May 22 (M)
Undergraduate/Graduate Summer I Courses Begin	May 22 (M)	May 22 (M)	May 22 (M)
Undergraduate/Graduate Summer I Last Day Registration and Change of Roster	May 22 (M)	May 22 (M)	May 22 (M)
Undergraduate Summer I Online Courses Begin	May 22 (M)	May 22 (M)	
Undergraduate Summer I Online Last Day For Registration and Change of Roster	May 22 (M)	May 22 (M)	
8 Week Summer Courses Begin			May 22 (M)
8 Week Summer Last Day For Registration and Change of Roster			May 22 (M)
10 Week Summer Courses Begin	May 22 (M)	May 22 (M)	
12 Week Online Pre-SLH Summer Courses Begin	May 22 (M)	May 22 (M)	
Full Summer Last Day Registration and Change of Roster	May 28 (S)	May 28 (S)	May 28 (S)
10 Week Summer Last Day Registration and Change of Roster	May 28 (S)	May 28 (S)	
12 Week Online Pre-SLH Last Day For Registration and Change of Roster	May 28 (S)	May 28 (S)	May 28 (S)
Memorial Day Holiday	May 29 (M)	May 29 (M)	May 29 (M)
Undergraduate Summer I Last Day for Filing P/F Option	May 30 (T)	May 30 (T)	
Undergraduate Summer I Online Last Day for Filing P/F Option	June 1 (R)	June 1 (R)	
Memorial Day make-up	June 2 (F)	June 2 (F)	June 2 (F)
10 Week Summer Last Day for Filing P/F Option	June 5 (M)	June 5 (M)	
Undergraduate Evening and Graduate Registration for Fall 2017 Begins		June 5 (M)	June 5 (M)
Full Summer Last Day for Filing P/F Option	June 7 (W)	June 7 (W)	
12 Week Pre-SLH Online Last Day for Filing P/F Option	June 7 (W)	June 7 (W)	
Undergraduate/Graduate Summer I Last Day for Withdrawal	June 15 (R)	June 15 (R)	June 15 (R)
Undergraduate Summer I Online Last Day for Withdrawal	June 22 (R)	June 22 (R)	
8 Week Summer Last Day for Withdrawal			June 26 (M
Undergraduate/Graduate Summer I Courses End	June 27 (T)	June 27 (T)	June 27 (T)
Undergraduate/Graduate Summer II Courses Begin	June 28 (W)	June 28 (W)	June 28 (W)
Undergraduate/Graduate Summer II Last Day for Registration and Change of Roster	June 28 (R)	June 28 (R)	June 28 (R)
Undergraduate/Graduate Summer I Grades Due	July 3 (M)	July 3 (M)	July 3 (M)
Independence Day Holiday	July 4 (T)	July 4 (T)	July 4 (T)
10 Week Summer Last Day for Withdrawal	July 5 (W)	July 5 (W)	
Undergraduate Summer II Last Day for Filing P/F Option	July 6 (R)	July 6 (R)	
Independence Day make-up	July 7 (F)	July 7 (F)	July 7 (F)
Undergraduate Summer I Online Courses End	July 7 (F)	July 7 (F)	
Undergraduate Summer II Online Courses Begin	July 10 (M)	July 10 (M)	
Undergraduate Summer II Online Last Day For Registration and Change of Roster	July 10 (M)	July 10 (M)	
Full Summer Last Day for Withdrawal	July 11 (T)	July 11 (T)	July 11 (T)
Undergraduate Summer I Online Grades Due	July 12 (W)	July 12 (W)	
12 Week Pre-SLH Online Last Day for Withdrawal	July 14 (F)	July 14 (F)	July 14 (F)
8 Week Summer Courses End			July 14 (F)
8 Week Summer Grades Due			July 19 (W)
Undergraduate Summer II Online Last Day for Filing P/F Option	July 19 (W)	July 19 (W)	
Undergraduate/Graduate Summer II Last Day for Withdrawal	July 21 (F)	July 21 (F)	July 21 (F)
10 Week Summer Courses End	July 27 (R)	July 27 (R)	
10 Week Summer Grades Due	August 1 (T)	August 1 (T)	
Undergraduate/Graduate Summer II Courses End	August 3 (R)	August 3 (R)	August 3 (R)

Full Summer Courses End	August 3 (R)	August 3 (R)	August 3 (R
Undergraduate/Graduate Summer II Grades Due	August 8 (T)	August 8 (T)	August 8 (T)
Full Summer Grades Due	August 8 (T)	August 8 (T)	August 8 (T)
Undergraduate Summer II Online Last Day for Withdrawal	August 10 (R)	August 10 (R)	August 10 (R)
12 Week Pre-SLH Online Courses End	August 10 (R)	August 10 (R)	August 10 (R)
12 Week Pre-SLH Online Courses Grades Due	August 15 (T)	August 15 (T)	August 15 (T)
Undergraduate Summer II Online Courses End		August 25 (F)	
Undergraduate Summer II Online Courses Grades Due		August 30 (W)	

Summer Intersession: August 7 (M) − 17 (R)

Last Day For Registration and to Drop Class: August 7 (M) (no refund after 8/7/17)
Last Day for Undergraduate Filing P/F Option: August 8 (T)
Last Day For Withdrawal: August 12 (SA)

Fall 2017 (M-13; T-14; W-14; R-14; F-14; 34 days until Break; 33 days after / Totals: MWF: 41 meetings; TR: 28 meetings)

Orientation Week	August 21-25		
Full Semester Undergraduate and Graduate Courses Begin	August 28 (M)	August 28 (M)	August 28 (M)
7 Week Online/RN-BSN/ORL I Courses Begin		August 28 (M)	
7 Week Online/RN-BSN/ORL I Last Day For Registration and Change of Roster		August 28 (M)	
8 Week I Courses Begins			August 28 (M)
8 Week I Last Day For Registration and Change of Roster			August 28 (M)
Full Semester Undergraduate and Graduate Last Day For Registration and Change of Roster	September 3 (SU)	September 3 (SU)	September 3 (SU)
Labor Day Holiday	September 4 (M)	September 4 (M)	September 4 (M)
7 Week Online/RN-BSN/ORL I Last Day for Filing P/F Option		September 6 (W)	
Full Semester Last Day for Filing P/F Option	September 15 (F)	September 15 (F)	
7 Week Online/RN-BSN/ORL I Last Day for Withdrawal		September 27 (W)	
Honors Convocation	September 29 (F)	September 29 (F)	
8 Week I Last Day for Withdrawal			October 2 (M)
7 Week Online/RN-BSN/ORL I Courses End		October 15(SU)	
Undergraduate and Graduate Mid-Semester Holidays	October 16 & 17 (M, T)	October 16 & 17 (M, T)	October 16 & 17 (M, T)
Freshmen (Day Students) Mid-Semester Grades Due	October 18 (W)	October 18 (W)	
8 Week I Courses End			October 20 (F)
7 Week Online/RN-BSN/ORL I Grades Due		October 20 (F)	
7 Week Online/RN-BSN/ORL II Courses Begin		October 23 (M)	
7 Week Online/RN-BSN/ORL II Last Day For Registration and Change of Roster		October 23 (M)	
8 Week II Courses Begin			October 23 (M)
8 Week II Last Day For Registration and Change of Roster			October 23 (M)
8 Week I Grades Due			October 25 (W)
Senior Registration for Spring 2018 Begins	October 26 (R)		
Undergraduate Evening & Graduate Registration for Spring 2018 Begins		October 26 (R)	October 26 (R)
7 Week Online/RN-BSN/ORL II Last Day for Filing P/F Option		November 1 (W)	
Junior Registration for Spring 2018 Begins	November 2 (R)		
Full Semester Undergraduate and Graduate Last Day for Withdrawal	November 3 (F)	November 3 (F)	November 3 (F)
Sophomore Registration for Spring 2018 Begins	November 9 (R)		
Freshman Registration for Spring 2018 Begins	November 16 (R)		
7 Week Online/RN-BSN/ORL II Last Day for Withdrawal		November 21 (T)	
Thanksgiving Holidays	Nov. 22 − 26 (W-SU)	Nov. 22 − 26 (W-SU)	Nov. 22 − 26 (W-SU)
8 Week II Withdrawal Da			November 27 (M)

Full Semester Undergraduate and Graduate Courses End	December 8 (F)	December 9 (SA)	December 9 (SA)
7 Week Online/RN-BSN/ORL II Courses End		December 10 (SU)	
Full Semester Undergraduate and Graduate Final Examinations	Dec. 11 – 15 (M-F)	Dec. 11 – 16 (M−SA)	Dec. 11 – 16 (M−SA)
7 Week Online/RN-BSN/ORL II Grades Due		December 15 (F)	
8 Week II Courses End			December 15 (F)
Supplementary Examination Date	December 16 (SA)	December 16 (SA)	December 16 (SA)
8 Week II Grades Due			December 20 (W)
Full Semester Undergraduate and Graduate Fall Grades Due	December 20(W)	December 20 (W)	December 20 (W)

Winter Intersession: December 16 (SA) – January 12 (F)

Last Day For Registration and to Drop Class: December 16 (SA) (no refund after 12/16/17)
Last Day for Undergraduate Filing P/F Option: December 21 (R)
Last Day For Withdrawal: January 4 (R)

Spring 2018 (M-13; T-15; W-14; R-15; F-14; 34 days before Break; 38 after / Totals: MWF: 42 meetings; TR: 30 meetings)

8 Week I Courses Begin			January 8 (M)
8 Week I Last Day for Registration and Change of Roster			January 8 (M)
Martin Luther King Holiday	January 15 (M)	January 15 (M)	January 15 (M)
Full Semester Undergraduate and Graduate Courses Begin	January 16 (T)	January 16 (T)	January 16 (T)
7 Week Online/RN-BSN/ORL I Courses Begin		January 16 (T)	
7 Week Online/RN-BSN/ORL I Last Day For Registration and Change of Roster		January 16 (T)	
Full Semester Undergraduate and Graduate Last Day For Registration and Change of Roster Registration	January 22 (M)	January 22 (M)	January 22 (M)
7 Week Online/RN-BSN/ORL I Last Day for Filing P/F Option		January 26 (F)	
Full Semester Undergraduate Last Day for Filing P/F Option	February 5 (M)	February 5 (M)	
8 Week I Last Day for Withdrawal			February 12 (M)
7 Week Online/RN-BSN/ORL I Last Day for Withdrawal		February 14 (F)	
Registration for Summer 2018 Courses Begin	February 15 (R)	February 15 (R)	February 15 (R)
Junior/Senior Registration for Fall 2018 Begins	February 15 (R)		
Sophomore Registration for Fall 2018 Courses Begin	February 22 (R)		
8 Week I Courses End			March 2 (F)
7 Week Online/RN-BSN/ORL I Courses End		March 4 (SU)	
Mid-Semester Holiday	Mar. 5 – 11 (M − SU)	Mar. 5 – 11 (M − SU)	Mar. 5 – 11 (M − SU)
8 Week I Grades Du			March 7 (W)
7 Week Online/RN-BSN/ORL I Grades Due		March 9 (F)	
7 Week Online/RN-BSN/ORL II Course Begin		March 12 (M)	
7 Week Online/RN-BSN/ORL II Last Day For Registration and Change of Roster		March 12 (M)	
8 Week II Courses Begin			March 12 (M)
8 Week II Courses Last Day For Registration and Change of Roster			March 12 (M)
Freshmen/First time transfer (Day Students) Mid-Semester Grades Due	March 14 (W)		
La Salle Heritage Week	MARCH 18 (SU) to 24 (SA)		
7 Week Online/RN-BSN/ORL II Last Day for Filing P/F Option		March 21 (W)	
Freshmen Registration for Fall 2018 Begins	March 22 (R)		
Easter Holidays	Mar 30 & Apr 2 (F & M)	Mar 30 & 31 (F & SA)	Mar 30 & 31 (F & SA)
Full Semester Undergraduate and Graduate Last Day for Withdrawal	April 3 (T)	April 3 (T)	April 3 (T)
Make-up Class for Day Students with Monday only classes	April 4 (W)		
7 Week Online/RN-BSN/ORL II Last Day for Withdrawal		April 11(W)	
8 Week II Last Day for Withdrawal			April 16 (M)
7 Week Online/RN-BSN/ORL II Courses End		April 29 (SU)	

7 Week Online/RN-BSN/ORL II Grades Due		May 4 (F)	
8 Week II Courses End			May 4 (F)
Full Semester Undergraduate and Graduate Courses End	May 4 (F)	May 5 (SA)	May 5 (SA)
8 Week II Grades Du			May 9 (W)
Full Semester Undergraduate and Graduate Final Examinations	May 7 – 11 (M – F)	May 7 – 12 (M–SA)	May 7 – 12 (M–SA)
Full Semester Undergraduate and Graduate Supplementary Examination Date	May 12 (SA)	May 12 (SA)	May 12 (SA)
Grades for Graduating Students Due	May 14 (M)	May 14 (M)	May 14 (M)
All other Full Semester Spring Grades Due	May 16 (W)	May 16 (W)	May 16 (W)
Commencement Week			
Graduate Commencemen			May 18 (F)
Baccalaureate Liturgy	May 19 (SA)	May 19 (SA)	May 19 (SA)
Undergraduate Commencement	May 20 (SU)	May 20 (SU)	

2017

AUGUST	S	M	T	W	T	F	S
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OCTOBER	S	M	T	W	T	F	S
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2018

JANUARY	S	M	T	W	T	F	S
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JULY	S	M	T	W	T	F	S
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AUGUST	S	M	T	W	T	F	S
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