

# TRANSLATION AND INTERPRETATION, M.A.

## Program Description

The curriculum for this program is designed to address three (3) of the principal environments where translation and interpretation (English-Spanish and Spanish-English) are currently needed and will be more intensely needed in the future; that is, legal, health-care and business environments. In addition, governing translation/interpretation principles are also studied for application to language environments covered and not covered by the program.

The program consists of 12 courses (three credits each) to be taken in a predetermined fashion. Therefore, a total of 36 credits are required to complete the M.A. in Translation and Interpretation.

## Mission

The Masters in Translation and Interpretation will establish a new standard for translators and interpreters in this geographic area and the nation by training individuals for multi-competency employment so as to aid/keep pace with the need for multilingual capabilities in the marketplace. The program seeks to educate the public on the importance of training and employing professional translators and interpreters.

## Program Goals

- Acquaint participants with the relatively new concept of translation and interpretation studies by reading informed criticism in the theoretical field, thereby contextualizing the disciplines in general terms.
- Educate individuals for multi-competency employment.
- Participants will develop awareness of current issues in translation and interpretation studies and practice, and of the importance of professionalizing these occupations.
- Provide a foundation in the standards of ethics and practice in the profession of translation and interpretation.
- Offer credits representing academic achievement in a field that is currently seeking professionalization.
- Keep pace with the need for linguistic specialists in the Philadelphia region and the nation.

## Program Specific Information

As part of the program requirements, the student will complete the following:

- A 60-hour internship with the state courts, a health-care institution, or a translation or interpretation company
- A final portfolio of work on the application of particular techniques to translating as well as interpreting, and the analysis of particular issues related to the translation/interpretation field

## Degree or Certificate Earned

M.A.

## Required for Program Completion

- Courses
  - 12

- Credits
  - 36
- GPA
  - 3.0

## Student Learning Outcomes

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

- Develop and demonstrate the same level of proficiency as educated native speakers of Spanish and English and transfer messages from one language to another accurately and fluently.
- Recognize and apply the standards of court, health-care, or conference interpreters, as established by nationally recognized associations in those fields. This includes a foundation in the standards of ethics and practice in the respective areas.
- Demonstrate expertise in consecutive and simultaneous interpreting and sight translation, in the legal, healthcare, and business fields.
- Provide training in order to allow students to perform to the standards of court, healthcare, or conference interpreters as established by nationally recognized associations in those fields.
- Apply what has been learned in the classroom to real-life working environments through guest speakers, on-site visits, in-class simulations, and the internship experience.
- Identify ways to continue learning on their own by the use of self-assessment techniques and reflective practice skills.
- Develop and enhance their linguistic competence and cultural awareness.

## Academic Requirements

**A minimum of thirty-six (36) credits is required for the degree. All courses are three (3) credits each.**

## Course Sequence

The recommended course sequence is as follows:

Course	Title	Credits
<b>First Year</b>		
<b>First Semester</b>		
BLS 610	Comparative Analysis English/Spanish	3
BLS 617	Technology: Applications in Translation and Interpretation	3
<b>Credits</b>		<b>6</b>
<b>Second Semester</b>		
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 641	Professional Uses of Spanish: Medical	3
<b>Credits</b>		<b>6</b>
<b>Third Semester</b>		
BLS 614	Legal Interpretation	3
BLS 642	Professional Uses of Spanish: Business	3
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>First Semester</b>		
BLS 615	Health-Care Interpretation	3
BLS 643	Professional Uses of Spanish: Legal	3
<b>Credits</b>		<b>6</b>
<b>Second Semester</b>		
BLS 616	Business Interpretation	3
BLS 703	Internship and Portfolio	3
<b>Credits</b>		<b>6</b>

Third Semester	
BLS Elective	3
BLS Elective	3
<b>Credits</b>	<b>6</b>
<b>Total Credits</b>	<b>36</b>

## Courses

Code	Title	Credits
BLS 610	Comparative Analysis English/Spanish	3
BLS 612	Consecutive Interpretation and Sight Translation	3
BLS 614	Legal Interpretation	3
BLS 615	Health-Care Interpretation	3
BLS 616	Business Interpretation	3
BLS 617	Technology: Applications in Translation and Interpretation	3
BLS 641	Professional Uses of Spanish: Medical	3
BLS 642	Professional Uses of Spanish: Business	3
BLS 643	Professional Uses of Spanish: Legal	3
BLS 703	Internship and Portfolio	3

## Course Descriptions

### Bilingual/Bicultural Studies

#### BLS 500 Urban Spanish I

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

#### BLS 501 Urban Spanish Series

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

#### BLS 502 Urban Spanish Series

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

#### BLS 503 Urban Spanish Series

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

#### BLS 504 Urban Spanish Series

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

#### BLS 505 Urban Spanish Series

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

#### BLS 506 Puerto Rico: Lang & Cult II

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

#### BLS 508 Workshops and Symposia

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

#### BLS 511 Language and Culture of Puerto Rico I

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

#### BLS 512 Language and Culture of Puerto Rico II (Summer I Session)

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

**BLS 520 Field Experience in the Latino Community**

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

**BLS 570 Special Topics****BLS 571 Conflict of Cultures****BLS 574 Intro To Grad Res & Wrtnng****BLS 575 Special Topics****BLS 600 Dynamics of Cross-Cultural Communication**

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

**BLS 601 Techniques of Teaching English to Speakers of Other Languages**

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

**BLS 602 History of Spain and the Americas**

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

**BLS 603 Literature of Spanish America**

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

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

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

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

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

**BLS 606 Making Language Connections through Content in ESOL and Bilingual Classrooms**

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

**BLS 607 Art and Culture of Spanish America**

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

**BLS 608 Research Methods in TESOL**

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

**BLS 609 Language Study for Educators**

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

**BLS 610 Comparative Analysis English/Spanish**

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

**BLS 611 Fundamentals of Interpretation**

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

**BLS 612 Consecutive Interpretation and Sight Translation**

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

**BLS 613 Simultaneous Interpretation**

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

**BLS 614 Legal Interpretation**

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

**BLS 615 Health-Care Interpretation**

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

**BLS 616 Business Interpretation**

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

**BLS 617 Technology: Applications in Translation and Interpretation**

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

**BLS 620 Independent Study**

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

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

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

**BLS 640 Translation Studies: Theory and Practice**

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

**BLS 641 Professional Uses of Spanish: Medical**

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

**BLS 642 Professional Uses of Spanish: Business**

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

**BLS 643 Professional Uses of Spanish: Legal**

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

**BLS 651 Master's Project/Thesis**

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

**BLS 670 Special Topics****BLS 671 Urban Economics****BLS 673 Caribbean Literature****BLS 674 Special Topics****BLS 675 Con Soc Sci Research In PR****BLS 676 Cuban Literature****BLS 677 Cont Caribbean Fiction****BLS 678 Texto En Contexto: A Panorama of Present-Day Puerto Rico Through Selected Texts**

A survey of contemporary Puerto Rican thought, this course explores issues critical to the Caribbean island nation's social, cultural, historical, and political identity. Texts hail from a multiplicity of academic disciplines, literary genres, and popular cultural forms. Among the social sciences covered are sociology, anthropology, economics, and political science. Literary genres covered include poetry, fiction, and the essay. Popular cultural forms include folkloric and popular music. (\*In Spanish\*)

**BLS 701 Internship**

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

**BLS 702 Master's Thesis/Project**

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

**BLS 703 Internship and Portfolio**

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

### BLS 751 TESOL Master Project/Thesis

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

## Faculty

Director: Gomez

Full Professor: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Ezquerra-Hasbun, Fischetti, Leahy, Natalini, Tellez, Vergara-Mery

## Program Contact Information

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