DeSales University
2755 Station Avenue
Center Valley, PA 18034
610.282.1100

Easton Area Campus
3001 Emerick Boulevard, Suite 101
Bethlehem, PA 18020
610.253.9999

Lansdale Campus
815 Sumneytown Pike
Lansdale, PA 19446
215.361.0423

M.A.C.J.: 610.282.1100.1466
M.B.A.: 610.282.1100.1450
M.Ed.: 610.282.1100.1461
M.S.I.S.: 610.282.1100.1430
M.S.N.: 610.282.1100.1664
M.S.P.A.S.: 610.282.1100.1415

Graduate Admissions Office: 610.282.1100.1768
FAX: 610.282.0525
www.desales.edu

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

Graduate Catalog
2011-12
Volume XXII

DeSales University reserves the right to make all necessary changes without notice. This catalog should not be considered a legal contract.

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Mission Statement
The mission of the University is to provide men and women with quality higher education according to the philosophy of Christian humanism as developed by Saint Francis de Sales and his spiritual heirs. The University imparts knowledge about, and develops talents for personal, familial, and societal living. The University enriches the human community and enhances the dignity of the individual through its educational endeavors. In its work, the University fosters a vital and respectful dialogue between Roman Catholic faith and human culture.

Philosophy
For the University, Christian humanism means that every aspect of human experience is capable of enlightenment by the Gospel of Jesus Christ. This Gospel brings light to each dimension of personal existence (physical, intellectual, social, moral, aesthetic, and religious) and every environmental domain (natural world, social institutions, cultural achievements, historical periods, and religious societies). The encounter between the Word of God and the concrete world of the human person makes a fully meaningful existence possible. The University strives to teach the student what it means to be Christian in a Salesian way, what it means to embrace one’s own life, and what it means to bring this Good News to the human family.

THE UNIVERSITY
DeSales University is a Catholic, liberal arts institution established by the Oblates of St. Francis de Sales to share the benefits of higher learning with qualified students. The University seeks to enable its students to contribute to and to enjoy the achievements of civilization. As a Catholic institution, the University relates all that is truly human to the good news of salvation.

Planning for the new college began in April 1962, and the Commonwealth of Pennsylvania granted the charter for the College, with full power to award the Bachelor of Arts and Bachelor of Science degrees, on May 27, 1964. Classes began for freshmen in September 1965. The College was fully accredited by the Middle States Association of Colleges and Schools during the 1969-70 academic year. In September 1970, the College became a coeducational institution.

Recognizing the need to expand and extend the original goals to reflect educational and organizational advancements, the College applied for university status in the Summer of 1999. After a thorough review, the Commonwealth of Pennsylvania Department of Education granted University status in the spring of 2000. The College became DeSales University (DSU) on January 1, 2001.

Undergraduate Programs
Undergraduate studies may be pursued in more than thirty programs. Depending on the major, the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Science in Nursing degrees may be obtained. Information about the programs can be found in the Undergraduate Catalog at www.desales.edu.

ACCESS
The continuing education and lifelong learning division of the University (ACCESS) offers the opportunity to earn a baccalaureate degree within four years for students who are employed full-time. Information is available through the ACCESS office.

Graduate Education Mission Statement
Graduate Education’s mission is to develop competence in students so that, in their specialized fields of study, they demonstrate leadership and make significant contributions, develop the skills necessary for advanced research and/or applications, and apply a Christian humanist conscience to ethical problems.

As an extension of its mission, the University offers opportunities to pursue advanced study in several areas, many of them multi-disciplinary in nature. The programs enable the students to acquire depth in selected disciplines, reach advanced competency, and explore connectivity between specialized studies and human endeavors.

The first graduate program, the Master of Science in Nursing, was introduced in the fall of 1984. It was followed by the Master of Science in Information Systems in the fall of 1988. In the summer of 1989, five Master of Education degrees were introduced in the areas of chemistry, computers in education, computer science, English, and mathematics.

During the past 17 years, programs have been added in biology, TESOL with ESL certificate, special education (degree only, additional, and initial certification), elementary education (degree only, additional, and initial certification). Degrees in computers in education and computer science have evolved into technology in education K-12 with instructional technology specialist certificate, our first distance learning program. The offering of the Master of Business Administration program started in the fall of 1991. The Master of Science in Physician Assistant Studies program began in the fall of 1997, and the Master of Art in Criminal Justice commenced in the winter of 2005.

A Doctor of Nursing Practice (DNP) was approved in May 2011 and will enroll its first class in January 2012.

The Graduate Division, as a University entity, was established in 1991, and it consists of faculty and administration that teach and direct the scholarly activities of the post-baccalaureate students.

Graduate Education Learning Outcomes
The University specifies that its graduate programs will enable its students to demonstrate

• specialized competence in a field of study, so that graduates will provide leadership and make significant contributions to their fields,
• the skills necessary for advanced research/application in their specialized fields, and
• an enhanced formation of a Christian conscience as it applies to the ethical problems in their fields of interest.

Academic Affairs Committee – Graduate Studies
The Academic Affairs Committee – Graduate Studies advises the president and provost/vice president for academic affairs on matters of graduate academic policy, regulations, curriculum, and the library. The committee is composed of the dean of graduate education, the directors of the graduate programs, one faculty member from each division of the University, and two graduate students. The duties of the committee include evaluation and review of the University’s graduate academic policies, regulations,
Main Campus

All graduate and undergraduate programs are available at the Main Campus located in Center Valley, Pa. Administrative and faculty offices are also housed here.

Easton Area Campus

Courses leading toward the M.B.A. degree are offered at the Easton Area Campus. Information about the courses and the facility is available through this program.

The ACCESS program offers the opportunity to earn undergraduate business and computer science degrees. Information about these degrees is available through the ACCESS office.

Lansdale Area Campus

Courses leading towards the M.B.A. degree are offered at the Lansdale Area Campus. Information is available through this program.

Immaculata University Campus

Courses leading toward an M.B.A. degree are offered at the Immaculata University Campus. Additional information may be obtained from the M.B.A. office.

M.B.A. - Lehigh Valley Hospital

Under an agreement between the two institutions, the M.B.A. for Physicians and the M.B.A./M.S.N. programs are offered at the Lehigh Valley Hospital, Cedar Crest Boulevard site. Information about these offerings is available through the M.B.A. or M.S.N. office.

M.B.A. - Pocono Medical Center

Under an agreement between the two institutions, courses leading toward an M.B.A. degree are offered at Pocono Medical Center. Additional information may be obtained from the M.B.A. office.

Counseling Psychology and Human Services Programs

Under a cooperative agreement, Chestnut Hill College offers the Master of Science in counseling psychology and human services at the Main Campus. A section of this catalog provides detailed information about these programs.

Accreditations and Approvals

DeSales University is fully accredited by the Middle States Association of Colleges and Schools and approved by the Commonwealth of Pennsylvania Department of Education. Documentation describing this accreditation and approval is available for review in the office of academic affairs upon request.

All graduate programs are explicitly approved for veterans education under the provisions of Title 38, United States Code, Section 2675.

The Master of Science in Nursing program is accredited by the National League for Nursing.

The Master of Science in Physician Assistant Studies is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

The Master of Business Administration program is accredited by The Association of Collegiate Business Schools and Programs.

University Police

Campus security is the responsibility of the Office of University Police. Information and crime statistics are available for review by calling 610.282.1100, exts. 1514 or 1250.

Nondiscrimination

The University will make available to all students, faculty members, and employees, on a nondiscriminatory basis, without regard to age, sex, race, color, handicap, or national and ethnic origin, all the rights, privileges, programs, and activities generally accorded or made available to students, faculty members, and employees. The University does not discriminate on the basis of age, sex, race, color, handicap, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The University is committed to conduct its activities and employment policies as required by Title IX of the 1972 Education Amendments and other applicable statutes. Inquiries regarding compliance with Title IX may be directed to the affirmative action coordinator, DeSales University, 2755 Station Avenue, Center Valley, PA, 18034-9568, phone 610.282.1100, or to the director of the office of civil rights, Department of Health and Human Services, Washington, D.C.

Sexual Harassment Policy

It is the policy of DeSales University that no member of the University community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

• Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
• Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual.

Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Sexual harassment is illegal under both state and federal law. In some cases, it may be susceptible to prosecution under the criminal sexual conduct law. Supervisors are urged to take appropriate steps to disseminate this policy statement and to inform students and employees of procedures for lodging complaints. Any University employee having a complaint of sexual harassment should notify his/her immediate supervisor and/or the director of human resources. If the complaint is against the immediate supervisor, that person's supervisor and/or the director of human resources should be contacted. A student should also notify the dean of students. At any time, a student or employee may contact the director of human resources for advice.

Grievance Procedures for Section 504 and ADA

The University has an internal grievance procedure providing prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and their implementing regulations.

Section 504 states that “no otherwise qualified individual in the United States shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (PL 93-112, 1973).

Complaints should be addressed to the Section 504 compliance officer designated to coordinate ADA compliance efforts:

Mr. Robert Snyder
Vice President for Finance, Administration, and Campus Environment
Section 504 Compliance Officer
DeSales University
2755 Station Avenue
Center Valley, PA 18034
610.282.1100, ext. 1265

1. The complaint should be filed in writing. The complaint should contain the name and the address of the person filing it, and briefly describe the alleged violation of the regula-
2. A complaint should be filed within 60 days after the complainant becomes aware of the alleged violation.

3. An investigation, as may be appropriate, shall follow a filing of complaint, conducted by the Section 504 Compliance Officer. This investigation shall be informal but thorough, affording all interested persons and their representatives, if any, the opportunity to submit evidence relative to a complaint.

4. A written determination report as to the validity of the complaint and the description of the resolution, if any, shall be issued by the Section 504 Compliance Officer and a copy of the report shall be forwarded to the complainant no later than 60 days after the complaint is filed.

5. The Section 504 Compliance Officer shall maintain the files and records of the University relating to the complaints filed.

6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. Request for reconsideration should be submitted in writing within fourteen (14) of the receipt of the determination report to the Provost of the University.

7. The right of a person to a prompt and equitable resolution of the complaint filed here shall not be impaired by the person’s pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

8. The procedure shall not be construed to protect the substantive rights of interested persons to meet appropriate due process standards.

Office of Graduate Admissions

Mission Statement
It is the mission of the Office of Graduate Admissions to recruit, admit, and enroll a qualified and diverse graduate student population whose educational experience will be enhanced through the mission of the University; to provide the highest quality service to prospective and enrolled students, as well as the University community and global partners within higher education; and to promote the University’s graduate programs accurately and honestly.

Admissions Procedures
DeSales University’s graduate programs operate on a rolling admissions basis, except for the physician assistant program, whose applicants must apply by a deadline determined by the program for the following fall semester. Each graduate program has a specific admissions process. To apply, please review the program-specific admissions requirements listed within the catalog. Upon receipt of all required admissions materials, applicants are notified of their admissions status.

DeSales University accepts applications from all qualified students regardless of race, religion, sex, national or ethnic origin, or disability.

To assist in graduate school research, prospective students are welcome to schedule an appointment with the director of graduate admissions to learn more about opportunities for graduate study at the University.

Contact Information:
Caryn Stopper
Director of Graduate Admissions
(e): gradadmissions@desales.edu
(p): 610.282.1100 ext. 1768
(f): 610.282.0525

The University
ACADEMIC REGULATIONS

Academic regulations of the University safeguard the fairness and integrity of the graduate programs.

Course Numbering
Graduate level courses are numbered 500 and above.

Leave of Absence
Students who wish to interrupt their education may petition the appropriate director. The petition should contain the reasons for requesting a leave of absence, and an estimate of its duration that can be no longer than two calendar years. For additional clarification, consult the appropriate graduate program section of this catalog.

Time Limit
The maximum time for completion of a master’s degree is seven years from the date of enrollment in the first course (including any leaves of absence).

A student who does not take a course within a 12-month period will be considered withdrawn from the program. The student must then re-apply for admission and pay the appropriate fee.

Grade Point Average (GPA)
The GPA is the sum of all course quality points divided by the number of credit hours they require. Courses, which have grades other than A - F, are excluded from the GPA.

Grading System
The following system of grades is used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>S</td>
<td>Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent, and creative thought.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td>Satisfactory. Used only in courses that require projects, research guidance, or the thesis option to indicate satisfactory completion of work for degree requirements. Credit is awarded, but the grade is not computed in the student’s GPA.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>AU</td>
<td>Indicates satisfactory completion of an audited course.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>US</td>
<td>Unsatisfactory. Indicates that no credit is awarded for projects, research guidance, or the thesis option. The grade is not computed in the student’s GPA.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>FO</td>
<td>Failure on a pass-fail option. No credit is awarded and the grade is not computed in the student’s GPA.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>I</td>
<td>Incomplete. This grade is given only when the student, through no fault of his/her own, is unable to complete course requirements within the regular time. The limit for the make-up of an incomplete grade is six months after the last class day of the course. The student is responsible to arrange with the instructor the completion of course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>I</td>
<td>Pass on a pass-fail option. Used only in courses that do not satisfy degree requirements. Credit is awarded, but the grade is not computed in the student’s GPA.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>I</td>
<td>Failure on a pass-fail option. No credit is awarded and the grade is not computed in the student’s GPA.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>I</td>
<td>Indicates an insufficient grasp of the course content accompanied by evidence of an unacceptable low level of achievement in critical, independent, and creative thought.</td>
</tr>
</tbody>
</table>

Retention, Probation, and Dismissal
A GPA of 3.0 or above is required for graduation. A degree candidate must maintain a GPA of 3.0 for acceptable academic standing in his or her graduate program. Students who fail to maintain a GPA of 3.0 are subject to the regulations of their individual programs.

A student has the right to appeal an academic dismissal in writing to his or her admissions and academic policies committee. The words “Academic Dismissal” appear on the official transcript of a student who is dismissed for academic reasons.

Academic Schedule
Academic schedule is organized to meet specific program objectives and are described in the appropriate program section.

• Semester refers to instruction within a 15-week period. The calendar year is divided into fall, spring, and summer.
• Session refers to instruction within an 11- to 12-week period. The calendar year is divided into fall, winter, and spring sessions.
• Summer session refers to instruction offered between the spring and fall sessions.

Course Drop and Add
A student may drop or add a course by the date noted on the academic calendar of his or her graduate program. The dropped course is not listed on the student’s permanent record. Dropping or adding a course requires the approval of the student’s advisor.

Course Withdrawal
A student who withdraws during the first half of the course will be given a grade of W, WP, or WF. The grade depends upon the completion of course requirements to the date of withdrawal. Such withdrawal requires the approval of the student’s advisor and the appropriate program director.

Withdrawal after the second half of the course has begun results in a failing grade (F), except in cases exempted by the appropriate admissions and academic policies committee as the result of the student’s appeal.

Course Repetition
With the permission of the program director, a student may...
repeat a course. Both the original and the repeated course will be recorded on the transcript but only the higher grade will be used in the calculation of GPA.

Auditing

Permission to audit selected courses may be granted to qualified applicants. Such applicants must fill out the graduate application form, pay the non-refundable application fee, and pay the full tuition. The auditing student does not take examinations, receive grades, or earn credits. An audited course may not be used for credit. The approval of the appropriate program director is needed for a student to audit any course. The instructor may request, through the appropriate program director, that an auditor be officially withdrawn whenever it is clear that he or she is not profiting from the course, or that the auditor’s presence in the class interferes with the learning process of the other students. A student may not change from audit to credit once the course has begun.

Credit by Examination (CBE)

Depending on the program, graduate credits may be earned without attending formal instruction by verifying previously acquired knowledge through an examination process. The following conditions must be satisfied:

- The student who desires to receive credit by examination must have been admitted to one of the graduate programs and be in acceptable academic standing.
- The subject of the examination must be compatible with and regularly covered by one of the courses offered in the student's graduate program.
- The student must register for the course and pay the applicable graduate tuition.
- Mastery of the subject must be demonstrated by a final examination as well as other evidence normally required from students who earn their credit by attending formal classroom instruction.
- Ordinarily, the time and place of the examination coincide with the final examination of the regularly offered class and is administered by the course instructor.
- No course in which the student has been previously registered for graduate credit may be completed under the CBE.
- A student attempting CBE will not be entitled to formal instruction in the subject matter of the course.
- Ordinarily, a student may attempt one CBE in a given session or semester.
- No more than 12 credits may be obtained through CBE.
- The student may accept or decline the grade earned through CBE. In case of acceptance the grade will be included in the student's GPA. If the student does not accept the grade, it will not be recorded, no tuition will be refunded, and all further examination opportunities in the subject matter will be forfeited.

Interested candidates should consult their program director about the courses open for CBE.

Withdrawal from the Graduate Program

In order to withdraw from the graduate program, the student must:

- resolve all financial indebtedness to the University, and
- complete a program withdrawal form available from the program director. The date of the filing of the official withdrawal form is considered to be the date of withdrawal in all cases.

Graduation and Conferment

Candidates have the option to graduate in May, September, or January. Commencement ceremonies are held only in May and January. It is the student's responsibility to apply via WebAdvisor by March 1 for the May graduation, June 1 for the September conferral of degrees and October 15 for the January graduation.

Transcripts

A fee of $5 will be charged for each transcript of credits. Transcripts of credits will not be issued unless all financial obligations have been satisfied. An expedited transcript service is available for an additional fee.

Undergraduate Students in Graduate Courses

Full-time students who have a cumulative GPA of at least 3.0 and have senior status may enroll in graduate courses while fulfilling the requirements for an undergraduate degree. They may register for no more than two graduate courses at a time and may accumulate no more than nine graduate credits. The students must have the permission of the their division head (or his/her delegate), the appropriate graduate program director, the dean of undergraduate education, and the dean of graduate education. Departments which sponsor accelerated programs may establish criteria which are more stringent than those delineated above.

Students may not carry an overload course during a semester or session in which they are enrolled in a graduate course. Students may not take the graduate course(s) for a Pass/Fail grade. Registration is on a space-available basis. All prescribed course sequences and all necessary prerequisites must be followed. Full-time undergraduate traditional day students who register for both undergraduate and graduate courses as part of their five course load pay no additional tuition.

ACCESS students and other undergraduate students who pay tuition on a per-credit basis, have senior status, and have a cumulative GPA of at least 3.0 may accumulate no more than nine graduate credits. They may register for no more than two graduate courses at a time. Such students may not take the course(s) for a Pass/Fail grade. Registration is on a space-available basis. In both cases, students must have the permission of the appropriate division head (or his/her delegate), the dean of lifelong learning for ACCESS students, the dean of undergraduate education for traditional students, the appropriate graduate program director, and the dean of graduate education. All prescribed course sequences and all necessary prerequisites must be followed. These students must pay the applicable graduate tuition.

English Competency

Applicants whose native language is not English may be required to take and to obtain acceptable scores on the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE).

International Students

An international student (F1 visa) may pursue graduate studies upon satisfying the following requirements:

- The student must maintain legal immigration status and have sufficient resources to cover all educational and personal expenses while staying in the United States. No scholarship or financial aid is available.
- The student must meet the conditions described in the English competency section.
- The student must be admitted to one of the graduate programs.
- The student must maintain full-time status as described by his/her program.

Conduct and Integrity

The University expects that its graduate students will conduct themselves in accordance with the highest level of administrative, legal, professional, and ethical standards. Behavior that violates the letter or spirit of such standards including violations of the intolerance policy or sexual harassment policy may result in disciplinary action, ranging from a warning to dismissal. All cases involving such violations will be acted upon by the Academic Affairs Committee-Graduate Studies, whose decision is final.

Plagiarism

Plagiarism is the act of copying the ideas, and/or speculations,
and/or language of any other person or persons, and presenting this material as one’s own original work in order to satisfy any academic requirement or complete any academic project. Plagiarism takes place when a person makes any use of another person’s unique and distinctive terminology, whether it is a single word or phrase or extended passage, without acknowledgement. This need not be verbatim use; it is considered plagiarism when a person uses his or her own language to alter the original expression of the ideas or speculations of another person or persons. Plagiarism also takes place when a person disguises the language of another person or persons by altering the formal elements of the original (e.g., diction, syntax, grammar, punctuation) and submitting it as his or her own, to satisfy any academic requirement or complete an academic project.

Plagiarism will be considered to have occurred regardless of the person’s intent to deceive.

The following acts will be deemed acts of plagiarism, though the list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, as your own, including papers purchased or borrowed from any person or organization.
- Presenting, as your own, a lab report or exercise copied from or dictated by others.
- Presenting, as your own, homework assignments of any kind copied from or dictated by others.
- Presenting, as your own, oral reports copied from or dictated by others.
- Incorporating formal lecture notes and presenting them as your own work.
- Presenting, as your own, a computer solution developed by someone else.
- Copying the ideas, and/or speculations, and/or language of any other person or persons, without acknowledgement, and presenting this as your own original work.

Cheating

Cheating violates the deepest convictions of the University community.

The following acts are examples of cheating, though the list is not exhaustive:

- Using prepared materials not specifically allowed by the instructor during the taking of an examination, test, or quiz; e.g.
  - a. Use of material written by another student during the taking of an examination, test, or quiz,
  - b. Use of crib note, no matter by whom prepared,
  - c. Use of texts and/or supplementary marginal notations in texts,
  - d. Use of notes written on the surface of the desk at which examination is taken,
  - e. Use of unauthorized calculators or any other unauthorized aids.
- Collaborating during an in-class test, examination, or quiz, either in the giving or receiving of information or improper collaboration on a take-home examination or laboratory report.
- Stealing, using, or transmitting verbally or otherwise actual examinations, tests, quizzes or portions thereof, or other like-wise confidential information before or during the time of the examination. Once an examination has been given, however, it becomes part of the public domain.
- Submitting for a grade in one class any material previously or simultaneously submitted for a grade in another class without documented authorization for both instructors.
- Taking an examination by proxy.
- Falsifying laboratory or research data or results, or falsifying or inventing bibliographical entries for research papers.
- Withholding knowledge of cheating or plagiarism from the instructor to whom the work is submitted.
- Willfully aiding or abetting any act of cheating.
- Willfully aiding and abetting any act of plagiarism.

Other Inappropriate Behaviors

A number of improper behaviors cannot properly be termed either plagiarism or cheating, yet they are also unacceptable. The following are considered acts of inappropriate behavior, though this is not an exhaustive list. Any student who engages in any one of the following acts will be subject to the same sanctions that apply in cases of cheating or plagiarism.

- Unauthorized removing of library resources.
- Hiding Trexler Library resource materials of any kind within the library.
- Defacement or mutilation of Trexler Library resources, such as:
  - a. underlining, highlighting, or re-moving paragraphs or pages,
  - b. reprogramming library software.
- Copying right-protected print or non-print materials beyond accepted norms.
- Borrowing another’s library ID or signing another’s name and/or number.
- Falsifying the reason for an absence from class.
- Possessing or using an unauthorized copy of an examination, test, or quiz.
- Any behavior contrary to the standards established in the University’s Computer Use Policy.

Procedures Dealing with Inappropriate Behavior

The faculty member or, when appropriate, college professional staff member who discovers or is made aware of a case of plagiarism, cheating, or improper behavior will, on his/her own initiative or in a manner he or she deems appropriate, normally resolve the situation with the student in a private, one-on-one setting. The faculty/staff member may alternatively choose to resolve matters in consultation with the dean of graduate education.

When a faculty/staff member and student meet to resolve case of plagiarism, cheating or improper behavior, the faculty/staff member, having previously determined that the student’s behavior is beyond question a proven and unmistakable offense, will present this to the student. If, however, she/he determines a degree of guilt on the part of the student warrants only a warning to the student, the student’s position, and in the end, may determine that ignorance on the part of the student warrants only a warning to the student. If, however, she/he determines a degree of guilt on the part of the student, she/he is empowered to levy any one of the following sanctions:

- a. grade penalty for the individual assignment,
- b. grade penalty for the course,
- c. failure in the course.

In the case of library or computing violations, the following sanctions may be levied:

- a. temporary suspensions of library and/or computing privileges,
- b. permanent loss of library and/or computing privileges.

The faculty member will compose a letter stating the nature of the offense as well as the sanction imposed. The faculty/staff member will send the letter to the student and will send a copy to the dean of graduate education to be placed in the student’s file. Should there be an appeal, the dean of graduate education will duly record any subsequent actions in regard to the incident.

Should it be determined that this is a second offense involving this student, the incident will then be resolved by the dean of graduate education in conjunction with the faculty/staff member. In such cases the dean of graduate education’s
decision for resolution may supersede the original decision of the faculty/staff member, when made without knowledge of the first offense.

- The dean of graduate education will solicit written statements from the faculty/staff member and the student in question. She/he may then meet with the student and/or faculty/staff member for any needed clarification.

- On occasion of a second offense, the provost/vice president for academic affairs may impose the penalty of dismissal from the University.

- In the event a faculty/staff member and the dean of graduate education working in consultation determine an egregious breach of academic ethics has been committed, the student may be liable for dismissal from the University, even on the first offense.

- After reaching the decision, the dean of graduate education will inform the student in writing. Both the student and the faculty staff member have the right to appeal the decision before the Academic Affairs Committee – Graduate Studies.

- The words “academic dismissal” appear on the official transcript of a student who is dismissed for academic reasons.

**Academic Due Process**

The graduate student who has an academic grievance should first discuss the problem with the faculty/staff member. If, following discussion, the student is not satisfied and continues to believe that he/she has not been dealt with fairly, he/she should discuss the grievance with his/her graduate program director. If the matter is not resolved at that level, the student has recourse to the dean of graduate education, who ordinarily receives appeal requests in writing.

As a final appeal, the student may request the Academic Affairs Committee – Graduate Studies to evaluate the situation and make a recommendation to the provost and vice president for academic affairs. This request should be presented in writing and include all pertinent information. The Academic Affairs Committee – Graduate Studies will normally act upon such an appeal within one month of its receipt. During the summer, the committee may meet less frequently and the schedule of meetings is subject to faculty availability. The decision of the provost and vice president for academic affairs is final.

**Notification of Rights**

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their educational records.

- The right to inspect and review the student’s educational records within 45 days after the University receives the request for access. Such request should be submitted in writing to the Registrar identifying the record(s) the student wishes to inspect. The Registrar will notify the student of the time and place where the records may be inspected.

- The right to request the amendment of the education records that the student believes is inaccurate or misleading. The student should write the Registrar identifying the record, and specifying why it is inaccurate or misleading. The student will be advised of his/her right to a hearing if the University decides not to amend the record.

- The right to consent to disclosures of information contained in the student’s education records. FERPA authorizes the disclosure of information with written consent.

- Disclosure without consent may be available to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has a contract; a person serving on the Board of Trustees; a student serving on an official committee or assisting another school official in performing his/her professional responsibilities.

- The right to file a complaint with the US department of Education concerning alleged failures by the University to comply with the requirements of FERPA:

  Family Policy Compliance Office
  US Department of Education
  600 Independence Avenue, SW
  Washington, DC 20202-4605

**Directory Information**

The University may use its discretion to disclose directory information upon request unless specifically requested by the student in writing not to do so. Directory information includes:

- student name
- address and telephone number (local and permanent)
- major of study
- sports and activities participation school attended previously
- height and weight of athletic team members
- photographs
- birth date
- e-mail address
- dates of attendance, degrees and awards
- high school attended

Written requests to withhold directory information must be submitted to the Registrar no later than September 15. Written notice must be received annually to renew the request.
RESOURCES AND SERVICES

The resources and services of the University supplement and enhance the learning process.

Trexler Library
Located at the center of the DSU Campus, Trexler Library is a spacious information center designed to provide study and learning space for 300 students, and shelving space for 160,000 volumes. The general collection of 140,000 volumes and 910 print periodicals is augmented by access to more than 1,000 full-text electronic journals, extensive reference and bibliographic information, and by periodical indexes in both paper and computer formats. Automated in 1993, the library’s on-line public catalog is accessible on the campus network and through Internet. Most databases are available to students over the Internet, creating a “virtual library.”

The libraries of the Lehigh Valley Association of Independent Colleges (Cedar Crest, DeSales, Lafayette, Lehigh, Moravian, and Muhlenberg), a collection of more than one million volumes, are available to students of the University. The library databases of these colleges are accessible on-line through Trexler Library.

The library is a member of the Pennsylvania Library Network (PALINET) and On-Line Computer Library Center (OCLC). Interlibrary loans are processed daily through these networks.

Information Technology
The University provides extensive computing and information technology resources and services as well as universal access for all students, faculty, and administrators in all of its campuses. The use of technology as an interdisciplinary problem-solving tool, as a change agent, and as a vehicle for education has been encouraged and integrated for the whole of the learning environment. Facilities are continuously updated to meet the most current and the latest educational trends and standards.

A number of computing laboratories and smart classrooms provide the University with both the ‘virtual’ and the ‘real’ learning environments. All computing laboratories have broadcasting systems for instructor control and interaction with client stations.

Academic computing is provided through a distributed client server environment, which is connected to high speed Internet access using a network backbone. Wireless Ethernet allows access to local as well as Internet resources.

The University provides a variety of services to its members. In addition to a wide variety of software resources, e-mail address is available for each registered student. Student and user consultants as well as faculty are available for assistance. The Trexler Library supports on-line catalog, as well as educational, scientific, and accounting databases. ANGEL is our learning management system.

Distance Learning Facility (DLF)
The University, as a member of the Center for Agile Pennsylvania educational institutions, has established a modern distance-learning center for the purpose of delivering and receiving education to and from remote locations.
The DLF consists of the following
- classroom with audio stations accessible for all seats,
- two-way audio/video equipment,
- instructor station capable of transmitting software and other educational material,
- viewing screens allowing the display of local and remote classes.
The facility is regularly used for tele-education and tele-conferencing.

Student Services
With the intention of making the time spent on campus pleasant and productive, the University provides a variety of services for the graduate students
- Cafeteria
- Bookstore
Descriptions of these services are available through the graduate directors.

Theatre
The acclaimed and respected Labuda Center for the Performing Arts managed by the performing and fine arts department presents several productions throughout the season. Student discount tickets are available on occasion. Interested students should consult the theatre’s box office.

Athletic Facilities
Students interested in using the University’s athletic facilities should consult the athletic department for availability and hours.

Parking
Ample parking is available in the proximity of the classrooms. Parking permits can be obtained through graduate program offices or university police. It is mandatory that all students get a parking permit at the beginning of every new school year.

FINANCIAL INFORMATION

Tuition Payments
Tuition payments are accepted at the Bursar’s Office, located on the second floor of Dooling Hall, during regular business hours. Payment of tuition expenses can be made by cash, check, MasterCard, Visa, American Express, and Discover. You may also make payment on-line using the “Make a Payment” link in WebAdvisor. Payment of tuition and fees must be made before the start of the semester in which you are registered unless you are receiving financial aid or employer reimbursement. If payment is not made before the first day of classes for a given session, a Financial Hold will be placed on your student record, which will prohibit you from receiving a transcript or registering for future classes and/or sessions.

Tuition Deferment
Tuition deferment is available for students in graduate programs who have provided the Bursar’s Office with a copy of their employer’s policy. Upon completion of a semester, the student will have eight weeks to make payment for the deferred tuition expenses. Please note that even though a student is using employer reimbursement, she/he is still responsible for payment of the deferred amount by the end of the eight week grace period.

Tuition deferment is also available for students who have applied for financial aid. To be eligible for deferment of expenses, the student needs to have filed all the necessary paperwork with the Office of Financial Aid. If you have been selected for verification, you will again need to make sure that you have complied with all the paperwork requirements. Please note that if your financial aid information is incomplete, you are responsible for payment of the outstanding balance.

Tuition deferment is a privilege given to graduate students at DeSales University and can be revoked if this privilege is abused. Please note that you, as the student, are responsible for payment of your tuition balance in the event that your financial aid/loans or employer reimbursement is not received by the Bursar’s Office within the stated time period.

Tuition deferment will not be offered to an individual who has been previously sent to a collection agency for nonpayment of their tuition expenses. Such students are required to pre-pay for their classes for one year. Upon the completion of the year, the situation and student
account will be reviewed for potential reinstatement of deferment eligibility.

Payment Plans
Payment plans are available to graduate students. If you are interested in a payment plan, please contact the Bursar’s Office at 610.282.1100, ext.1376 for additional information.

Bursar’s Office Information
The Bursar’s Office bills for each session in which you are registered for courses. You will receive a statement for the session even if you are receiving tuition deferment for financial aid or employer reimbursement. Any question regarding your tuition bills, tuition deferment and/or payment plans should be directed to the Bursar’s Office at 610.282.1100, ext.1376. The Bursar’s Office is open Monday through Thursday from 8:00 a.m. to 5:30 p.m. and Friday, 8:00 a.m. to 5:00 p.m.

Outstanding Financial Obligations
Students who separate from the University, voluntarily or involuntarily, with an outstanding balance due are subject to being turned over to a third-party collection agency. If this action is taken, the University has the right to collect the associated collection fees charged to the University by the agency. Collection fees for a third-party collection agency can range from 25 - 50%. Transcripts and/or diplomas will not be issued until the total financial obligation and associated collection fees have been met.

Please note that non-payment of the graduation fee constitutes an outstanding financial obligation as well. The graduation fee covers various expenses associated with commencement and is a required fee. Non-attendance at commencement does not remove the financial obligation. In addition, the student’s diploma and transcripts will not be released and a financial hold will be placed on the student’s record. The financial hold will be removed once the outstanding financial obligation has been resolved.

Refund on Withdrawal Policy
A refund of tuition payments will be made to a student who withdraws from a course. In all cases, credits will be calculated from the date the student completed the official withdrawal form, and the rebate will be based on the schedule shown in the Refund Amount Sections of the student’s graduate program.

Refunds apply to tuition only. If a student is allowed to enroll by use of the deferred payment procedure, any funds due the University are immediately due and payable upon withdrawal.

Financial Aid
Degree candidates who receive no or less than 100% tuition reim-bursement may be eligible for financial aid. All financial aid programs are loans and depend on the candidate’s student status and financial need. Additional information may be obtained through the financial aid office or through the appropriate graduate program office.

Assistantships
Assistantships may be available to qualified students who have been admitted to one of the graduate programs. Such assistantships provide professional growth and personal development to the participating student. Specific duties, activities, and responsibilities are drawn by the appropriate program director. Graduate assistants receive tuition remission, which is based on the nature and amount of work they are required to perform.

Assistantships are limited and applications are considered on a competitive basis. Interested students should consult their program director about the availability of assistantships in their area of interest.
Mission Statement
The mission of the Master of Arts in Criminal Justice (M.A.C.J.) program is to provide graduate studies to professionals in criminal justice and related fields. This includes law enforcement and its administration, the criminal court systems, and the correctional areas of criminal justice such as probation and the treatment of offenders. The M.A.C.J. program is available to those who aspire to be professionals in those areas. Finally, the M.A.C.J. program is designed for individuals seeking graduate studies in criminal justice in anticipation of academic careers and research related employment. Of great importance in the delivery of graduate studies in criminal justice is the teaching of high ethical standards and the real life application of those standards consistent with the Christian humanistic philosophy of St. Francis de Sales.

Learning Outcomes
When students graduate from the M.A.C.J. program, they will be able to demonstrate:

- Ability to compete successfully for employment in the criminal justice field and related areas.
- Academic competence in the criminal justice body of knowledge, to include a curriculum reflecting the full spectrum of key criminal justice topic areas.
- Skill in researching, writing, and oral reporting issues of significance in criminal justice.
- Knowledge of high ethical standards and the application of those standards in real life criminal justice situations consistent with the Christian humanistic philosophy of St. Francis de Sales.

Admission Requirements
Requirements for admission to the M.A.C.J. program are:

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.

2. Background or interest in the field of criminal justice.

3. Evidence of potential for graduate work. Such evidence may consist of papers, publications, or a letter summarizing career accomplishments, professional experience, or demonstrated achievement of other significant goals.

Applicants who lack one or more requirements may be admitted to the program on a provisional basis. Individuals with special needs or goals may be considered for admission to the program.

Academic Schedule
The Academic Year of the M.A.C.J. program consists of four sessions:

- Winter (12 weeks) early January - late March
- Spring (12 weeks) early April - late June
- Summer (6 weeks) early July - mid August
- Fall (12 weeks) late August - early Dec.

In the 12-week sessions, each course meets once a week on a weekday evening from 6:00 - 9:30 p.m., or on Saturday morning from 9:00 a.m. - 12:30 p.m.

In the 6-week summer session, each course meets twice a week on weekdays from 6:00 - 9:30 p.m. or in a hybrid format. The 6-week hybrid format combines one 6:00 - 9:30 p.m. in class meeting per week with an equivalent online, outside the classroom, learning experience. Outside the classroom activities can range from online teaching/lecture presentations, to video review and analysis, to online discussion and blog submissions.

The Academic Calendar can be found at www.desales.edu.

Student Status
For the purpose of defining student status, the calendar year (January 1 – December 31) is divided into two terms: from January 1 to June 30, and from July 1 to December 31.

A full-time student is one who carries at least nine (9) credits in a given term.
A half time student is one who carries at least six (6) credits in a given term.
A less than half time student is one who carries less than six (6) credits in a given term.

Transfer Policy
Normally, a maximum of six credits can be transferred into the program. All requests for transfer of credits must be made through the director of M.A.C.J. Students will be expected to provide official transcripts plus any additional documentation requested by the University. Transfer credit is given for grades of “B” or better, and ordinarily the course work must have been completed within five years of admission to the program.

Registration
Registration for classes begins six to eight weeks before the first class meeting. The registration process is conducted online using WebAdvisor accessible at www.desales.edu/technology.

**Tuition and Fees**
Tuition and fees are available at www.desales.edu.

**Refund Amount**
Withdrawal after 1st class: 80% of tuition refunded
Withdrawal after 2nd class: 65% of tuition refunded
Withdrawal after 3rd class: 50% of tuition refunded
Withdrawal after 4th class: 25% of tuition refunded
Withdrawal after 5th class: No refund

**Graduation Requirements**
The following graduation requirements apply to all degrees under the program:

1. Completion of 33 graduate credits in an approved program of study.
2. Overall 3.0 GPA for all course work taken at the University for completion of the degree.
3. Resolution of all incomplete grades.

**Program of Study**
The program of study consists of the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses (required)</td>
<td>18</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>12</td>
</tr>
<tr>
<td>Capstone Course (required)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

**Core Courses (18 credits)**
- CJ 501 - Advanced Criminology
- CJ 502 - Research Methods
- CJ 503 - Ethics in Criminal Justice
- CJ 504 - Law Enforcement: Administration, Organization, and Management
- CJ 505 - Issues in Corrections
- CJ 506 - Issues in Criminal Law

**Elective Courses (12 credits)**
- CJ 508 - Homeland Security
- CJ 509 - Issues in Gender, Race, and Ethnicity
- CJ 510 - Forensic Science and the Courtroom
- CJ 512 - Politics of Crime
- CJ 514 - Violence, Crime, and Justice
- CJ 515 - Topics in Criminal Justice
- CJ 516 - Forensic Psychology
- CJ 517 - Topics in Criminal Justice II
- CJ 518 - Investigative Social Observation

**Capstone Course**
The capstone course requirement can be completed with either CJ507-Criminal Justice Seminar or CJ550-Practicum. Both courses are designed as culminating graduate studies experiences. They bring together study and reflection of criminal justice and related fields that result in a written and oral presentation project. In CJ507, the project focuses on a matter of significance related to the field of criminal justice. In CJ550, students employed as professionals in the criminal justice field, can combine academic knowledge with real world experience for their written and oral presentation project. Students normally complete the capstone course requirement after taking seven (7) courses, including CJ502 – Research Methods, in the M.A.C.J. program.

**M.A.C.J.-ONLINE PROGRAM**
The M.A.C.J. program is an important part of the overall M.A.C.J. program at DeSales University. The M.A.C.J. Online program is intended for those students who have a specific interest in either investigative forensics or digital forensics. The program uses the latest educational technology to deliver courses flexibly and conveniently. The M.A.C.J. Online program is a 33-credit degree program whose goal is to instruct students in the basics of criminological theory and practice while offering a concentration in the fields of either investigative forensics or digital forensics. Students in the program will gain the knowledge and skills necessary to make an immediate contribution to the fields of investigative forensics and digital forensics.

Class structures vary with instructors and courses but generally involve a combination of online interaction, research, and various projects pursued independent of the instructor and other classmates. The University uses ANGEL as its learning management system (LMS).

**Program Structure**
The program structure for both the investigative forensics and digital forensics concentrations consists of the following: four (4) core courses, five (5) concentration courses, one (1) elective, and a capstone course to complete the degree.

The core, concentration, and elective courses for the investigative forensics concentration include:

**Core Courses (12 credits)**
- CJ 501 - Advanced Criminology
- CJ 502 - Research Methods and Evaluation
- CJ 530 - Policing in America
- CJ 506 - Issues in Criminal Law

**Concentration Courses (15 credits)**
- CJ 510 - Forensic Science and the Courtroom
- CJ 514 - Violence, Crime, and Justice
- CJ 515 - Topics in Criminal Justice I
- CJ 517 - Topics in Criminal Justice II

**Capstone Course (3 credits)**
- CJ 507 - Criminal Justice Seminar or CJ 550 - Practicum

**Elective Courses (3 credits)**
- CJ 514 - Violence, Crime, and Justice
- CJ 515 - Topics in Criminal Justice I
- CJ 517 - Topics in Criminal Justice II

**Core Courses (12 credits)**
- CJ 501 - Advanced Criminology
- CJ 502 - Research Methods and Evaluation
- CJ 530 - Policing in America
- CJ 506 - Issues in Criminal Law

**Concentration Courses (15 credits)**
- CJ 510 - Forensic Science and the Courtroom
- CJ 514 - Violence, Crime, and Justice
- CJ 515 - Topics in Criminal Justice I
- CJ 517 - Topics in Criminal Justice II

**Capstone Course (3 credits)**
- CJ 507 - Criminal Justice Seminar or CJ 550 - Practicum

**Course Descriptions**
The following class list was pulled from WebAdvisor on June 27, 2011. For the most current class listing, visit WebAdvisor.
CJ-501 Credits 3  
Advanced Criminology  
This course is the foundation for understanding criminal behavior by providing an in-depth review of general and specific theoretical perspectives on the causes of crime. Topics for study will also include the importance of criminal law, correlates of crime, types of crime and victimology.

CJ-502 Credits 3  
Research Methods & Evaluation  
Accomplishes students with the qualitative and quantitative research methods and preparation to conduct criminal justice research and evaluation. Both data collection and data analysis are covered. Various analytical approaches and the process of reporting qualitative and quantitative reporting are included. The qualitative component of the course provides understanding of research design, measurement, basic descriptive statistics, reliability, and validity. Students gain a basic literacy in the Statistical Package for the Social Sciences (SPSS). The qualitative component includes development of an interview guide, techniques of field observations, different ways to code qualitative data, and ethical concerns related to qualitative research.

CJ-503 Credits 3  
Ethics in Criminal Justice  
The subject of ethics in criminal justice has increasingly become more important over the last decade as concern over the accountability of law enforcement and legal authorities has increased. This identifies and critically examines ethical issues facing criminal justice professionals. Topics include the importance of ethics in criminal justice, police corruption, judicial ethics, racial discrimination in the criminal justice system, and restorative justice.

CJ-504 Credits 3  
Law Enforcement: Admin, Org & Management  
This course surveys the field of law enforcement administration focusing specifically on law organization and management. Organizational theory, leadership styles, and decision-making skills will be researched and discussed. Other topics will include budgeting, information systems and their security, and the legal aspects of law enforcement administration. The course pays special attention to necessary changes prompted by a reevaluation of the law enforcement mission following the events of the past ten years.

CJ-505 Credits 3  
Issues in Corrections  
The course begins with an appreciation that, for centuries, there has been a debate as to whether the goal of criminal justice is punishment or rehabilitation. As a society, we generally agree that all criminals should be punished and that prison is the most appropriated method of punishment. The course reviews the historical and philosophical bases of corrections in the United States and examines current issues, including jail/prison crowding, alternatives to incarceration, community-based corrections, privatization of facilities and programs, treatment within a prison setting, and electronic monitoring.

CJ-506 Credits 3  
Issues in Criminal Law  
An in-depth examination and study of selected topics of criminal law. It focuses on contemporary issues of whether and how traditional law should change as society and its values change. Areas of study include the jury system, the rules of evidence, sentencing, capital punishment, the media, and the juvenile justice system.

CJ-507 Credits 3  
Research Methods II: Advanced Seminar  
Coverage of social science research issues comprising philosophical, theoretical, and methodological perspectives. Prepares students to examine each of these aspects of research and to develop competency and applied skills across a wide range of methodological approaches. Research can be shaped by many different paradigms, each of which can utilize one or more of the wide array of available methodologies. The purpose of the class is the “how to” of research rather than a more abstract discussion of topics. Students use their knowledge of research methods to create their own research proposal, considering all of the possible implications. Tools and techniques used in both quantitative and qualitative an approach, which allows students to engage in practical research design, development, and analysis is incorporated.

CJ-508 Credits 3  
Homeland Security in Age of Terrorism  
This course reviews and reflects upon the state of security in the United States at all levels: local, state, and federal. Topics for study include the Patriot Act of 2001, the Foreign Intelligence Surveillance Act of 1978, the reorganization of the intelligence community, and the future of homeland security. The theme revolves around an appropriate long-term strategy for our collective security as a nation. The course will address tactical considerations in homeland security concerns that change on an almost daily basis. What should we do, how should we do it, and how much do we need to spend?

CJ-509 Credits 3  
Issues in Gender, Race and Ethnicity  
A historical overview of the connection between race, ethnicity, and crime control, reveals that the administration of justice was originally concerned with controlling the “dangerous classes”, as they were first defined in the mid-nineteenth century (Barak, Flavin, and Leighton, 2001). Though definitions have changed, minorities are still treated as dangerous and are, in fact, at a disadvantage. The purpose is to examine the characteristics of race and ethnicity and how these characteristics are used to bias decisions within our criminal justice system. Readings and class discussion will examine the courts, corrections, and law enforcement, and the possibility of prejudiced policies and practices within them. Topics include the death penalty, urban unrest and riots, black-on-black crime, and many other issues related to race, crime, and criminal justice.

CJ-510 Credits 3  
Forensic Science & Courtroom  
A study of the use of rapidly developing science and technology in the investigation, prosecution, and treatment of offenders. The course examines the admisibility of expert testimony, the possibility of new science undermining old convictions, and the response of the law to new and oftentimes intrusive technology.

CJ-511 Credits 3  
Mental Health and the Law  
This course examines the way society and the law deals with the mentally ill and impaired who are often deinstitutionalized and forgotten, and yet may not be amenable to prosecution and treatment in the criminal justice system. The course includes an overview of relevant psychological topics, current civil commitment laws and treatment options, and a history of society’s response to these issues.

CJ-512 Credits 3  
Politics of Crime  
This course examines historical and contemporary trends in the interplay between public opinion, the electoral process, legislation, the judiciary, and the criminal justice system. Consideration is given as to the extent criminal justice laws and policies are thoroughly and systematically thought out.

CJ-513 Credits 3  
Criminal Justice Communication  
A course directed at mastering criminal justice communication. The ability to communicate effectively impacts all areas of criminal justice and includes developing reports, analyzing research and speaking in seminars. Based on a combination of reasoning and writing skills, this course offers students the opportunity to receive instruction and feedback on effective research papers, reports, and presentations.

CJ-514 Credits 3  
Violence, Crime, and Justice  
Students will learn about violence in several contexts, including crimes such as rape, robbery, and assault, as well as collective violence, gang violence, school violence, and hate crimes. The goal
of this course is to examine the theoretical perspectives behind the occurrence of violent activities, as well as the intervention and prevention of violence.

CJ-515 Credits 3
Topics in Criminal Justice
Examination and analysis of selected topic areas related to the field of criminal justice. Topic areas will generally involve issues related to organized crime, terrorism, forensics and cybercrime.

CJ-516 Credits 3
Forensic Psychology
An overview of forensic psychology as practiced within the FBI's framework of criminal investigative analysis (criminal profiling) and by forensic psychologists working with police departments and the legal system; attention to applications via case analysis. Students will learn the function of a forensic psychologist for competency and criminal responsibility assessments, the way psychologists consult in the investigation and legal process (equivalency death investigations, jury consulting), and how behavior is interpreted for threat assessment.

CJ-517 Credits 3
Topics in Criminal Justice
Examination and analysis of selected topic areas related to the field of criminal justice. Topic areas will generally involve issues related to ethics, victimology, comparative criminology, race and ethnicity, and juvenile justice.

CJ-518 Credits 3
Investigative Social Observation
A course designed to educate criminal justice students in the process of conducting structured social observation of human behavior. Topics of study include unobtrusive observation, intervention observation, participant observation, interviewing, observing verbal and non-verbal interactions, and analyzing observational data. The course emphasizes a qualitative approach for students to study human behavior in public settings.

CJ-530 Credits 3
Policing in America
This course provides a foundation for understanding the functions of policing in the United States. The American public has voluntarily given the police the general right to use coercive force; and yet, the modern police force is often taken for granted with little or no analysis of its evolving role in a free society. The implications of this function provide the context for the current course. We examine the history of policing in the U.S., the role of police in our society, police strategies, operations, and discretion, as well as police authority and accountability. By the conclusion of this course, students should appreciate the ramifications of willfully arming a governmental institution, and asking the members of that institution to regulate our behavior.

CJ-531 Credits 3
Survey of Forensic Science
Behind each of the basic precepts of scientific criminal investigation are tales of how they became common practice, effectively changing both the legal system and the ways in which crimes were solved. From toxicology to DNA and today's high-tech tools, some pioneer devised the methodology and proved its forensic value. Along the way, the courts affected the progress of forensic science with decisions that now guide (and limit) which aspects are admissible in the courtroom. This course will cover the basic areas of forensic science (trace, identification, toxicology, biology, anthropology, serology, microscopy, and more), both in terms of their historical impact and in terms of how they are practiced in investigations today.

CJ-532 Credits 3
Advanced Crime Scene Investigation
A competent crime scene search demands an understanding of basic procedures, the consequence of actions, a close attention to details and the ability to carry them out competently. Basic considerations, guidelines, and procedures of crime scene investigation help the technician to avoid any oversight of evidence and ensure a thorough search, while being in compliance with legal and scientific requirements. This course is designed to guide students through these guidelines and procedures, examining the procedural and ethical considerations involved in the processing of crime scenes and evidence to recover the maximum amount of possible evidence.

CJ-533 Credits 3
Behavioral Criminology
This course will examine the five different relationships between mental disorder and criminal behavior. Students will be given an introduction to criminal investigative analysis, with an emphasis on the current techniques utilized in FBI Profiling. In addition, students will investigate juvenile violence and related developmental issues; Sex Crime investigations, including rape and child molestation; and Serial and Mass Murder, in order to gain a better understanding of both criminal behavior and the investigation of its occurrence.

CJ-534 Credits 3
Forensic Toxicology
One of the most valuable tools at the medicolegal investigator’s disposal is the toxicology lab. This class we will look at the differences and commonalities between a drug and a poison; how samples, from the living and the dead, are obtained; how the two-tiered testing system uncovers the rarest of toxins; how these testing procedures were discovered and evolved over the years; how this information is used to solve cases and direct further investigations; and how cause and manner of death in suspected poisonings is determined. Additionally, this class will examine the common toxins encountered during criminal investigations. Case histories, past and current, will serve to underscore the uses and limitations of this forensic technique.

CJ-535 Credits 3
Medicolegal Investigation and Identification
This class will look at a wide spectrum of medicolegal investigative techniques, including evidence location, gathering, and processing; cause, manner, and time of death; wound types; blood and other bodily fluids; DNA; firearms examination; patterned evidence (fingerprints, tires, and footwear); arson investigation; blood splatter; trace evidence (hair, fiber, glass, paint); and document examination. This historical development as well as the current value and limitations of these techniques will be discussed. Case histories, old and current, will reveal how these techniques have been used to solve crimes.

CJ-536 Credits 3
Computer Forensics I: Investigation and Data Gathering
This course will introduce the concepts of digital forensics, including the preliminary investigation of incidents, relevant forensic tools, encryption techniques, web-based investigations, and the examination of evidence. In addition, students will learn the criminal methods involved when using computers and electronic devices to facilitate the commission of a crime, and the appropriate collection of forensic digital evidence.

CJ-537 Credits 3
Computer Forensics II: Imaging and Analysis
This course will focus on the imaging and analysis points of the digital forensic process. Various key data types and locations of potential evidence will be discussed. The purpose of this course is to immerse the student in the relevant technical skills of digital forensics, working towards the solution to practical problems met during an investigation.

CJ-538 Credits 3
Network Forensics - Conducting Investigations of Online Crimes
This course will introduce the student to concepts of networking and the Internet, and applying those concepts to investigations into online crimes. The course will cover TCP/IP, IP, and Email tracing, log analysis, DNS and other concepts pertaining to online investigations and securing information resources.

CJ-539 Credits 3
Advanced Topics in Digital Forensics Advanced Topics in Digital Forensics
This course will expose the student to a variety of topics and specialties within the field of digital forensics, including hand-
held devices, operating systems other than Windows, file systems other than FAT/NTFS, and contemporary investigations and case law. The student will engage in active research and technical exercises. This course will expose the students to other resources for continuing their development in the field of Digital Forensics.

**CJ-540 Credits 3**

**Digital Forensic Laboratory Planning and Accreditation**

This course will cover the planning and management of a digital forensics laboratory, testing and validation of forensic tools, and the requirements for international (ISO) accreditation of a digital forensic laboratory and its personnel, as well as accreditation under a national standard. Topics include physical plant design, security, and safety, employee training and proficiency testing, evidence handling practices, quality control and quality management, administration, and budget. The class will culminate in each student handing in a physical laboratory design, a budget, and writing a Policy and Standard Operating Procedure handbook for their lab.

**CJ-541 Credits 3**

**Crime and the Urban Landscape**

This course reviews the nature of crime and disorder in urban communities from the industrial revolution through the periods of post-modernism and beyond. Grounded in racial and ethnic conflict theory, the ecology of crime model, and routine activities theory, this course focuses on why some communities have more crime than others, as well as how government actions have sometimes contributed to the crime “problem”. The course opens with a discussion of how to define communities, moving into a historical overview of the processes of urbanization, contrasting the “best” with the “worst” aspects of the industrial revolution on human life. Further, it follows the development of the modern industrialized city to the “great” urban migrations (1915-1919 and 1942-1945), and analyzes the de-industrialization patterns that led to urban decline during the 1960’s and 1970’s. The goal is to understand the processes of de-industrialization and urban decline, focusing on violent crime and cultural attenuation in the modern American ghetto.

**CJ-542 Credits 3**

**Crime and Addiction**

The drugs-crime nexus is very complex, and any serious attempt to understanding it requires a solid foundation in drug abuse research. To this end, this course will review the common types of drugs of abuse, the epidemiology of drug abuse, the mechanisms by which drugs affect the central nervous system, and the history of drugs in America. With this background, students will examine the many ways that drugs are linked with crime, both historically and contemporaneously, and critically examine America’s drug policy. Discussions and class assignments will be based upon readings from textbooks and supplements from web-based sources and peer-reviewed publications.

**CJ-543 Credits 3**

**Death Investigations**

An in-depth study of the principles and techniques associated with the investigation of homicides, suicides, and accidental, natural, or equivocal deaths. The student will learn the process of determining type and method of death. Sociological, psychological, and legal aspects attending deaths will be considered. This study of death investigations will take the student from death scene to courtroom.

**CJ-550 Credits 3**

**Practicum**

A supervised internship in an approved forensic laboratory. Students will assist in ongoing forensic investigations and learn the routines of a professional forensic laboratory. Students will be required to obtain placement in the various forensic labs within their region, which include local, county, and state police departments. The Program Director will serve as the advisor for the practicum. If the student does not choose to do a practicum, an additional elective course can be substituted in its place.
Master of Business Administration (M.B.A.)

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Mary Ann Falk
M.B.A. Associate Director/Program Coordinator, Center Valley & Lehigh Valley Hospital

James Castagna
M.B.A. Program Coordinator, Easton & Pocono Medical Center

Joseph Zukauskas
M.B.A. Program Coordinator, Lansdale & Immaculata University

Mission Statement
The M.B.A. program’s mission is to prepare students for global leadership positions in the ethical management of business enterprises, government agencies, healthcare organizations, or not-for-profit organizations. Distinguishing characteristics of the program are its emphasis on quality instruction, executive skills development, its general management orientation, its aim of integrating skills and values, its explicit attempt to link theory and practice, and its underlying sensitivity to Christian humanism. It is the intent of the program to provide students with the foundations for socially-useful and professionally-rewarding careers.

Learning Outcomes
The M.B.A. program is intended to provide students with a sophisticated level of understanding of the basic functional areas of business, as well as an appreciation of the role of business in our pluralistic society and the international community in which it exists. The ethical dimension of personal and corporate behavior and decision-making will be stressed throughout the program. The program will achieve this by having the students successfully:

• explain how domestic and global organizations, as complex systems, function within a broader social, political, and economic environment;
• demonstrate an ability to conceptualize, synthesize, and integrate diverse inputs of both quantitative and qualitative data;
• analyze and describe the subjective, value-laden, ethical dimensions of executive behavior and decision-making within the context of Christian Humanist traditions of the University;
• explain the importance of human resource management, and the need to develop/enhance personal leadership skills;
• describe from theoretical and operational perspectives, how the various functions of business management are integrated;
• prove proficiency, at a graduate level, in written and oral communication skills;
• demonstrate a graduate-level competency in the use of analytical tools and techniques necessary for effective decision-making and problem-solving in complex organizations;
• demonstrate the ability to be more creative and proactive (and less reactive) in the way business problems are anticipated, assessed, and resolved in a dynamically-changing and increasingly interdependent world.

Admission Requirements
Requirements for admission to the M.B.A. program are:

• A bachelor’s degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.
• Acceptable level of academic quality in undergraduate work. Normally, this is defined as having achieved an undergraduate GPA of at least 3.0.
• Completion of the equivalent undergraduate courses identified in the Undergraduate Foundation Courses section of this catalog.
• Completion of the equivalent graduate courses described in the Graduate Level Foundation Courses section of this catalog.

Prior academic course work to satisfy the undergraduate foundation course requirements should be satisfactorily completed before pursuing graduate level core, concentration, or elective courses so as to ensure adequate academic background, which is assumed in these advanced courses.

All admission decisions and admission related matters must be approved by the M.B.A. Committee on Admissions and Academic Standards, which meets at various intervals throughout the year. Applicants will be notified at the earliest possible date about their admission status.

Prerequisite Foundation Courses
Applicants who have not successfully completed undergraduate course equivalents outlined in the following sections of this catalog must do so by any of the following options:

• Completion of the equivalent undergraduate courses identified in the Undergraduate Foundation Courses section of this catalog.
• Undergraduate level CLEP examination, which is described in the University’s Undergraduate Catalog.
• Completion of equivalent graduate courses described in the Graduate Level Foundation Courses section of this catalog.

Prerequisite foundation course requirements should be satisfied before pursuing graduate level core, concentration, or elective courses so as to ensure adequate academic background, which is assumed in these advanced courses.

Prior academic course work to satisfy the undergraduate foundation course requirements should normally have been completed within the seven years preceding the date of acceptance into the program, with course grades of “C” or better. Each course should...
be the equivalent of at least three credit hours of academic work.

Undergraduate Foundation Courses
Undergraduate Foundation Courses are listed:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Equivalent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Macroeconomics</td>
<td>EC 209</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>EC 210</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>MG 201</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MK 201</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>AB 217</td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>AB 219</td>
</tr>
<tr>
<td>Financial Management</td>
<td>FN 331</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>FN 220*</td>
</tr>
</tbody>
</table>

*Only required for finance concentration students.

Graduate Level Foundation Courses
As an alternative to completing the undergraduate foundation course requirements, students may elect to complete the corresponding graduate level foundation course(s) from the list below:

FD 501 Essentials of Economics
FD 502 Management and Marketing Principles
FD 503 Accounting for Decision Makers
FD 504 Managerial Finance

These courses facilitate accelerated coverage of prerequisite subject matter. The pace is rapid and significant preparation outside of class is expected.

Candidates for the M.B.A. for Physicians and M.B.A./M.S.N. programs may substitute the above listed foundation courses by completing FD 505 Foundations in Business. The foundation course is offered in an accelerated 16-week session covering 6 modules: management, marketing, macroeconomics, microeconomics, accounting, and finance. The course requires a substantial amount of independent study.

Completion of any of the above listed courses (FD 501-FD 505) does not reduce or substitute the M.B.A. graduation requirements. Grades earned in these courses will not be computed in the graduate GPA. Information about the equivalency between undergraduate foundation courses and graduate level foundation courses is available through the M.B.A. office.

Computer Literacy
The University expects all incoming students to be “computer-literate,” which is defined as being familiar with and capable of using basic word processing, spreadsheet, database software, and the Internet. Applicants lacking this background should acquire it by completing relevant coursework at the University or by some approved alternative.

Academic Schedule
The academic year of the M.B.A. program consists of four sessions:

- **Summer (6 weeks)** - early July - mid August
- **Fall (12 weeks)** - late Aug. - early December
- **Winter (12 weeks)** - early January - late March
- **Spring (12 weeks)** - early April - late June

The Academic Calendar can be found at www.desales.edu.

During the 12-week sessions, courses meet once a week from 6:00 – 9:30 p.m. or on Saturday from 9:00 a.m. – 12:30 p.m.

During the 6-week summer session, courses meet twice a week from 6:00 – 9:30 p.m.

Student Status
For the purpose of defining student status, the academic year is divided into two terms: Winter/Spring session runs from January 1 to June 30, and Summer/Fall session runs from July 1 to December 31.

A full-time student is one who carries at least nine (9) credits in a given term.

A half-time student is one who carries at least six (6) credits in a given term.

A less than half-time student is one who carries less than six (6) credits in a given term.

International Student Status
In addition to the criteria described in the Academic Regulations section, an international student (F-1 visa) needs to:

- maintain full-time student status,
- carry at least one classroom based course in each session, and
- take no more than one distance-education course in each session.

Student Categories
Applicants may be admitted to the M.B.A. program in one of the following categories:

Regular Student Category
A student in this category must have met all admission and foundation course requirements.

Provisional Student Category
A student in this category needs to fulfill foundation or specified requirements as set forth by the M.B.A. Committee on Admissions and Academic Standards. The student will be eligible for regular student status when all requirements have been met.

Special Student Category
A qualified applicant who has not formally applied to the program may be permitted by the director to enroll as a special student in a maximum of two M.B.A. courses. The applicant must satisfy all admission requirements before enrolling in any additional M.B.A. courses.

Auditing Student Category
The M.B.A. program director may permit qualified applicants to audit selected courses. Such applicants must complete the M.B.A. application form, and pay tuition for any courses to be audited. Audited courses may not be counted toward graduation requirements.

Application Procedure
Application forms may be obtained from the M.B.A. program office or online. Interested students are encouraged to discuss their background with a program coordinator before submitting their formal application for admission.

Formal action on a prospective student’s application for admission cannot be taken until all of the following have been received:

1. A completed application form.
2. Three letters of recommendation from appropriate individuals.
3. Official transcripts of all prior undergraduate and graduate work.
4. GMAT (Graduate Management Admissions Test), and TOEFL and TSE scores, if required.
5. A personal letter in which the applicant outlines objectives, capabilities, and motivation for pursuing graduate study.
6. A non-refundable application fee.
7. Current resume.

When all of the materials are received, a member of the M.B.A. Committee on Admissions and Academic Standards may interview the applicant. The following points are typical of the issues appropriate for discussion at such an interview:

- Factors in the applicant's background to justify the desire to pursue the M.B.A. degree.
- Aptitude for graduate study.
- Commitment to the ideals associated with the management profession.
- Plans for completion of the program.

Completed applications should be submitted at least 60 days in advance of the date on which the applicant plans to begin graduate course work.
Transfer Policy
Regular students may transfer a maximum of six graduate credits into the M.B.A. program. Transfer credits are acceptable for courses completed with a minimum grade of “B” at an accredited institution within seven years of acceptance into the program, must be compatible with the M.B.A. curriculum, and must be approved by the program director. Additional transfer credits must be approved by the dean of graduate education upon the recommendation of the program director and the M.B.A. Committee on Admissions and Academic Standards.

Matriculation
Regular students are eligible for matriculation after completing 12 credits of graduate course work with at least a 3.0 GPA. In general, the M.B.A. core courses will be used to satisfy the 12-credit requirement for matriculation.

Registration
Upon acceptance into the M.B.A. program, students will receive an e-mail to their personal e-mail account containing login instructions for DeSales e-mail, WebAdvisor, ANGEL, and the library resources. WebAdvisor is the web-based platform used to register for class. Students may register for class as soon as each session schedule is available.

Tuition and Fees
Tuition and fees are available at www.desales.edu.

Refund Amount
Withdrawal after 1st class: 80% of tuition refunded
Withdrawal after 2nd class: 65% of tuition refunded
Withdrawal after 3rd class: 50% of tuition refunded
Withdrawal after 4th class: 25% of tuition refunded
Withdrawal after 5th class: No refund

Graduation Requirements
The M.B.A. degree will be awarded to candidates who have satisfied the following requirements:

• Satisfactory completion of all foundation course requirements.
• Completion of the required 12 graduate level courses (36 credit hours) with a GPA of at least 3.0, and no more than two grades below the “B-” level. The required 12 graduate level courses are described in the Program Structure section.
• Achievement of a minimum grade of “B” in the required capstone course, CR 510 Policy and Strategy.
• Fulfillment of all financial obligations to the University.

No special written or oral examination or special research project report is necessary to meet the minimum graduation requirements. Similarly, there is no thesis requirement.

Course Waiver
The director may waive one of the following courses:
CR 501 Financial and Managerial Accounting for a student who has completed 12 undergraduate credits in accounting with at least a 3.2 GPA.
CR 504 Marketing Management for a student who has completed 12 undergraduate credits in marketing with at least a 3.2 GPA.

Attendance
Consistent attendance is essential to participate in, contribute to, and profit from classroom discussions and other activities. Possible absences should be discussed with the instructor and missed work must be made up for the successful completion of the course.

The Online M.B.A.
The M.B.A. program has continued its commitment to stay in the forefront of education by offering courses completely online. Using the latest technology, students have the flexibility and convenience to take courses at times convenient for them: home, after work, or during travel.

Online degrees may be earned in healthcare systems management, human resource management, marketing, management, project management, or self-design concentrations without ever visiting any of the physical locations where the M.B.A. is offered.

Class structures may vary with instructors and courses, but in general involve a combination of chat sessions, research, independent reading, and projects. The University uses ANGEL as downloadable interactive educational software.

Technology Requirements

Hardware/Browser for PC
Operating System – Microsoft Windows 2000, XP, Vista, or 7
Browser: Microsoft Internet Explorer (version 7 or higher) or Mozilla Firefox (version 3 or higher)
Java Runtime Environment 1.4 or higher
JavaScript and AJAX enabled
Pop-Up blocking disabled

Computer speakers or headset (Many courses include videos or audio lectures which require use of speakers or headset)
Microphone or headset with microphone (A microphone may be required if your course includes live audio chat over the Internet. You can purchase a computer headset with microphone at most office supply or electronics store.)

Software
Specific courses require different software. It is the student’s responsibility to find out what software is needed to participate in the course. MS Office is usually the standard for word processing but any program that will save files as PDF will work.

Plug-ins
A plug-in is a software application that can easily be installed and used as part of your web browser. In most cases, you will be prompted to install plug-ins as needed. Some necessary plug-ins may include, but are not limited to the following:
Windows Media Player
Flash Player
Adobe Acrobat Reader
Apple Quicktime

E-mail
Students enrolled in distance education or online courses are required to use their DeSales University e-mail. Please view the DeSales University e-mail policy.

PROGRAM OF STUDY
In addition to developing an understanding of the sophisticated nature and inter-relationship among the basic functional areas of business, the M.B.A. program emphasizes executive skills development in the following primary areas:

• Leadership
• Communications
• Decision-making
Master of Business Administration (M.B.A.)

• Self-awareness
• Analysis and Synthesis
• Critical Thinking
• Globalization

The program uses a holistic and strategic approach in dealing with organizational problems. Thus, functional areas of business will be considered in the context of the organizational whole, while maintaining a global perspective and providing a multi-stakeholder, rather than a single-interest, approach. Furthermore, a strategic, long-run perspective is stressed rather than a short-run, tactical view. A balance between cognitive and affective learning is also sought. The entire program gives primacy to matters of ethics and values, as well as the rights and responsibilities of business organizations.

Program Structure

Beyond the required prerequisite foundation courses, the basic M.B.A. program structure consists of four “building blocks” as shown below:

• Core Courses
• Concentration Courses
• Capstone Integrating Course

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 501</td>
<td>Financial and Managerial Accounting</td>
</tr>
<tr>
<td>CR 502*</td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>CR 503</td>
<td>Business and Society</td>
</tr>
<tr>
<td>CR 504</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>CR 505</td>
<td>Organization Management</td>
</tr>
<tr>
<td>CR 506</td>
<td>Financial Management</td>
</tr>
<tr>
<td>CR 507</td>
<td>Executive Skills Development</td>
</tr>
</tbody>
</table>

*May be substituted with CR 508 Business Computing

Elective Courses

In addition to required courses—and in order to provide meaningful options, added breadth, greater diversity, and positive enrichment—a variety of elective courses will be scheduled as demand requires and resources permit. Any concentration course can be used as an elective.

Areas of Concentration

Students may select one of nine specified areas of concentration from those below:

- Accounting
- Computer Information Systems
- Finance
- Healthcare Systems Management
- Human Resource Management
- Management
- Marketing
- Project Management
- Self Design

Accounting

Successful completion of three courses and one elective are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 501</td>
<td>Corporate Financial Reporting</td>
</tr>
<tr>
<td>AC 502</td>
<td>Auditing Concepts and Practices</td>
</tr>
<tr>
<td>AC 503</td>
<td>Advanced Financial Accounting Topics</td>
</tr>
<tr>
<td>AC 504</td>
<td>Federal Income Taxation</td>
</tr>
<tr>
<td>AC 505</td>
<td>International Accounting</td>
</tr>
<tr>
<td>AC 510</td>
<td>Seminar in Accounting</td>
</tr>
<tr>
<td>AC 520</td>
<td>Special Topics in Accounting</td>
</tr>
</tbody>
</table>

Computer Information Systems (CIS)

Successful completion of four courses is required. The following two courses are required by all students:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 525</td>
<td>IT Security</td>
</tr>
<tr>
<td>IT 565</td>
<td>Electronic Commerce</td>
</tr>
</tbody>
</table>

Two additional courses are to be selected from the menu of IT offerings available in the M.S.I.S. program. Approval from the M.B.A. director is required before registering for these courses. In addition to the four courses, students must take CR 508 Business Computing as part of their core requirements.

Finance

Successful completion of a minimum of three courses and one elective is required. FN 502 Financial Markets and Institutions is a required course for the finance concentration for any student who has not taken a money and banking course at the undergraduate level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 501</td>
<td>Corporate Financial Reporting</td>
</tr>
<tr>
<td>FN 501</td>
<td>Investment and Portfolio Management</td>
</tr>
<tr>
<td>FN 502</td>
<td>Financial Markets and Institutions</td>
</tr>
<tr>
<td>FN 503</td>
<td>Risk Management and Insurance</td>
</tr>
<tr>
<td>FN 504</td>
<td>International Financial Management</td>
</tr>
</tbody>
</table>

Healthcare Systems Management (HCSM)

Successful completion of a minimum of four courses is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 501</td>
<td>Foundations of Healthcare Systems Management</td>
</tr>
<tr>
<td>HC 502</td>
<td>Fiscal Issues in Health Systems Management</td>
</tr>
<tr>
<td>HC 503</td>
<td>Legal Aspects of Health Systems Management</td>
</tr>
<tr>
<td>HC 504</td>
<td>Quality Management for Healthcare Systems Management</td>
</tr>
<tr>
<td>HC 505</td>
<td>Principles and Strategies for Managed Healthcare</td>
</tr>
<tr>
<td>HC 506</td>
<td>Community Health Assessment and Planning</td>
</tr>
<tr>
<td>HC 507</td>
<td>Contemporary Issues in Healthcare Policy</td>
</tr>
<tr>
<td>HC 508</td>
<td>Management of Information and Communication Technologies in Healthcare Systems</td>
</tr>
</tbody>
</table>

Human Resource Management

Successful completion of a minimum of four courses is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 501</td>
<td>Management of Human Resources (Required)</td>
</tr>
<tr>
<td>HR 502</td>
<td>Talent Management (Required)</td>
</tr>
<tr>
<td>HR 503</td>
<td>Human Resource Law (Required)</td>
</tr>
<tr>
<td>HR 504</td>
<td>Compensation and Benefits</td>
</tr>
<tr>
<td>HR 505</td>
<td>The Human Capital Executive</td>
</tr>
<tr>
<td>HR 506</td>
<td>Building a High Performance Culture</td>
</tr>
<tr>
<td>HR 507</td>
<td>Global Human Resource Management</td>
</tr>
<tr>
<td>HR 510</td>
<td>Special Topics in Human Resource Management</td>
</tr>
</tbody>
</table>

Management

Successful completion of a minimum of three courses and one elective is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 501</td>
<td>Management of Human Resources</td>
</tr>
<tr>
<td>MG 502</td>
<td>Organizational Analysis and Design</td>
</tr>
<tr>
<td>MG 503</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>MG 504</td>
<td>Managerial Decision Making</td>
</tr>
<tr>
<td>MG 505</td>
<td>International Management</td>
</tr>
<tr>
<td>MG 510</td>
<td>Seminar in Management</td>
</tr>
<tr>
<td>MG 520</td>
<td>Special Topics in Management</td>
</tr>
</tbody>
</table>

Marketing

Successful completion of a minimum of three courses and one elective is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 501</td>
<td>Buyer Behavior</td>
</tr>
<tr>
<td>MK 502</td>
<td>Marketing Strategy</td>
</tr>
<tr>
<td>MK 503</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MK 504</td>
<td>Marketing Simulation</td>
</tr>
</tbody>
</table>
Master of Business Administration (M.B.A.)

Project Management
Successful completion of a minimum of four courses is required.
- PM 501 Project Management Essentials
- PM 502 Initiating Projects
- PM 506 Scope and Cost Management
- PM 507 Risk Management
- PM 508 Contract Management
- PM 509 Integrating Quality into your Project Methodologies
- PM 510 Advanced Project Management and PMP Certification Exam Preparation

Self-Design
A student may construct a group of four graduate courses (from those offered by the University) aimed at achieving some worthwhile academic and/or professional objective. This option is particularly useful to those students who prefer to pursue breadth and diversity in their program of study.

M.S.N./M.B.A. Program
The DeSales University M.S.N./M.B.A. program is designed to provide working nurses, who currently have their B.S.N. or R.N., the opportunity to enhance their business skills and education base to respond successfully to the challenges of healthcare management.

The program is the first of its kind in the Lehigh Valley. This dual degree provides a well-rounded view of both the clinical and business sides of nursing; thereby opening up more career options.

Students take the standard M.B.A. foundation and core courses as well as those in the nursing degree program. The program consists of 58 credit hours of study (18 courses) and can be completed within three years of full-time study.

M.B.A. for Physicians and Healthcare Professionals
DeSales University has designed an M.B.A. program to minimize time away from home and office for the physician and other healthcare professionals who understand that business skills are required to be successful in today’s healthcare industry.

The accelerated prerequisite course, Foundations in Business, along with the opportunity to take classes on-site at Lehigh Valley Hospital, Pocono Medical Center, or other approved sites, provides physicians with the flexibility they need to earn their M.B.A.

The M.B.A. Program for Physicians and Healthcare Professionals consists of 39 credit hours of study (13 courses). Non-physicians who have graduate or professional degrees may be eligible for admission. Students have the option to take core and concentration courses at any other DeSales University campus location.

Electives
M.B.A. candidates may select any one of the electives listed below, or any concentration course not previously taken, to complete the elective requirement for the degree.

Elective Requirements
- MK 505 International Marketing
- MK 510 Seminar in Marketing
- MK 520 Special Topics in Marketing

Course Descriptions
The following class list was pulled from WebAdvisor on June 27, 2011. For the most current class listing, visit WebAdvisor.

Graduate Level Foundation Courses
- FD-501 Essentials of Economics (Credits 3)
This course will cover the basic concepts of macroeconomics, microeconomics, and money and banking. Topics included are supply and demand, national income accounting, international trade policy, critical economic indicators, price elasticity, market structures, monetary and fiscal policy, theories of interest rate determination, globalization of monetary policy, foreign exchange markets and budget deficits and public debt.

- FD-502 Management and Marketing Principles (Credits 3)
The management portion of this course will cover the history and evolution of management theory as well as long range planning, organization design, management style, organizational communication systems, motivation/rewards, and problem solving. Emphasis will be on developing a systemic, holistic perspective. The marketing portion of this course will examine the basic functions of marketing, i.e., the marketing mix, market research, product analysis, promotional communications, etc. as they relate to the exchange factor in satisfying consumer needs and wants.

- FD-503 Accounting for Decision Makers (Credits 3)
The course presents accounting as an information development and communication function that supports decision-making by managers, owners, creditors, and others. Topics included are: the conceptual framework of financial position, income and cash flows, asset and liability measurement, concepts of income, the accounting process, taxation, cost classifications, determining the cost of products and services, cost-volume-profit analysis, and budgeting.

- FD-504 Managerial Finance (Credits 3)
This course will examine basic financial management issues faced by business decision makers and will build the essential analytical skills necessary for dealing with such problems. Topical coverage will include present value, cost of capital, capital budgeting, capital asset management, fundamentals of portfolio management and capital asset pricing.
Prerequisite: FD-501 and FD-503

- FD-505 Foundations of Business (Credits 3)
The course consists of six modules: management, marketing, macroeconomics, microeconomics, accounting, and finance covering the materials in FD 501 - FD 504 in an accelerated 16-week session. Successful completion of the course requires significant amounts of independent study. This course is only available to M.B.A. students with graduate degrees and physicians.

Core Courses
- CR-501 Financial and Managerial Accounting (Credits 3)
Development of an advanced level understanding the preparation, analysis and utilization of financial statements and reports by means of an examination in both domestic and international accounting theory, concepts, and practices. Interpretation and application of both domestic and international accounting data for internal planning, reporting, control, and decision-making will be stressed. Students will learn through lectures, case studies, projects, and when available, external academic partners.

- CR-502 Quantitative Methods for Business (Credits 3)
Development of an understanding of and the capability to apply basic quantitative techniques commonly used in business analysis and decision-making. Both the power and limitations of such analytical tools and techniques will be examined, along with an appreciation of the conditions under which the use of such quantitative approaches is most appropriate. The perspective of the manager/user will be stressed. Computer software is normally employed. (This course can be taken as an alternative for CR 508 Business Computing).

- CR-503 Business and Society (Credits 3)
An exploration of the rights, responsibilities, problems, and opportunities facing the business manager operating within a system in which the demands and expectations of the social, political, and legal subsystems often compete or conflict with purely economic factors normally affecting internal managerial
decision-making and behavior of a firm. Issues of ethics and values, as they operate in an increasingly pluralistic society, will be stressed. The concept of corporate responsibility to stakeholders will be examined in some depth. The course will explore alternative responses to the question, “To whom is the corporation responsible, and for what?”

CR-504
Marketing Management
An understanding of the application of marketing theories, concepts, and practices as they relate to the management of the marketing function in a complex organization. Emphasis will be on the managerial aspects of marketing plans, including analysis of the external environment. A key element of the course will include the relationship of the “marketing mix” to strategic planning.

CR-505
Organization Management
The concepts of organizational efficiency and effectiveness, which introduces non-economic variables into the total management equation. This course will stress organization structure and process as key determinants of organizational survival and success is examined. Emphasis is on affective dimensions, which view the organization as an economic-socio-technical system and the roles, responsibilities, and contributions of the general manager.

CR-506
Financial Management
Development of an understanding of current theory and practice relating to alternative approaches to meeting the financial needs of the firm. Analysis and planning, from a managerial perspective, and the development of decision-making criteria in dealing with topics such as financial planning, working capital, capital budgeting, and debt-management is emphasized.

Prerequisite: CR-501

CR-507
Executive Skills Development
This is an eclectic course aimed at developing a deep understanding of selected topics, which contribute to personal, and career development and effectiveness. The course will examine the interrelatedness between cognitive and affective aspects of executive behavior and managerial decision-making. Depending upon student needs, course coverage would include some combination of topics, such as individual self-analysis of leadership style, communications skills, personal goals and values, and interpersonal skills. Team building, negotiation skills, conflict management, and small group dynamics may also be treated.

Prerequisite: CR-501

CR-508
Business Computing
This course will focus on advanced features and integrated Excel spreadsheet applications and database development using Access to solve business problems. Macro design concepts, web page document creation using HTML, overview of computer systems architecture, computer systems analysis and design, and communications and networking will also be covered.

CR-510
CAPSTONE-Policy and Strategy
This is the required Capstone course, which should be taken as (or near) the final course. An integral part of the course will be preparation of a comprehensive, written case analysis, or a significant project or research report. The perspective is a holistic one, which views the organization as a total system, comprised of internal, specialized sub-systems interacting with an external, dynamic environment. The emphasis will be on the organization policies and strategies, which influence a firm’s survival and success in an increasingly competitive world. The role of the general manager (versus the functional specialist) will be stressed. The course will use the Internet to research business cases and to provide the opportunity for collaboration with individuals from other nations. Students will bring together their social learning experience via teams running simulated competing companies and implementing their own strategic plans. Due to the need for schedule flexibility and the amount of work involved, it is recommended that CR 510 be taken as a single course. Course delivery includes file sharing, e-mail, discussion boards, Internet chats, and video-conferencing. Specific emphasis will be placed on the opportunities for students to collaborate with students from other parts of the world.

Prerequisite: Take a minimum of 10 MBA courses, not including foundations

Areas of Concentration Courses

Accounting

AC-501
Corporate Financial Reporting
An examination of accounting valuation and reporting practices as promulgated by the Financial Accounting Standards Board (FASB) and the Securities and Exchange Commission (SEC). Current issues will be emphasized.

Prerequisite: Take twelve hours of undergraduate accounting or CR-501

AC-502
Auditing Concepts and Practices
A conceptual examination of the audit process with appropriate linkages to the applied aspects of the discipline. Using readings, case studies, and authoritative issuances of regulatory bodies, attention will be given to auditing principles and practices against a background of concern for the auditor's legal liability, ethics, and potential for fraud.

Prerequisite: Take twelve hours of undergraduate accounting and CR-501

AC-503
Advanced Financial Accounting Topics
An examination of the accounting implications of partnerships, governmental and not-for-profit organizations, other complex corporate groupings, and multi-national reporting.

Prerequisite: Take twelve credit hours of undergraduate accounting or CR-501, and AC-501

AC-504
Federal Income Taxation: Concepts and Applications
A survey of current federal tax law, policy, and implementation. Emphasis will be on application of the current Internal Revenue Code and key tax cases to business operations.

Prerequisite: Twelve credit hours of undergraduate accounting or CR-501, and AC-501

AC-505
International Accounting
An examination of worldwide accounting principles and reporting practices. Comparative study of accounting practices with reference to International Accounting Standards. Special attention will be given to the issues facing the multi-national corporation in regards to such issues as inventory methods, currency translation, consolidations, transfer pricing, taxes, and treaties.

Prerequisite: CR-501

AC-510
Seminar in Accounting
A conceptual examination of basic issues involved in determining income and fairly presenting an organization's financial position. The impacts of regulatory agencies on the accounting standard-setting process would be an illustrative topic to be treated in some depth.

Prerequisite: CR-501; AC-502 and CR-506 are recommended

AC-520
Special Topics in Accounting
A course tailored to special interests of students and faculty may be offered when demand warrants.

Prerequisite: Take a minimum of 12 MBA credits, not including foundations

Finance

Master of Business Administration (M.B.A.)
FN-501 Investment and Portfolio Management
Credits 3
With balanced attention to both theory and contemporary practice, this course will deal with the characteristics of individual securities and portfolios, as well as strategy and models for establishing portfolios to meet various objectives. Evaluating performance against stated criteria will be discussed. The impact of government regulations and other external environmental factors will be considered. Implications of modern portfolio theory on financial management practices will be an integrating theme.
Prerequisite: CR-501 and CR-506

FN-502 Financial Markets and Institutions
Credits 3
An examination of the sectoral supply and demand for funds, interest rate determination and forecasting, the role of the Federal Reserve System, the impact of government regulation and deregulation, and current topics in the financial system. Collaborative teaching methods and technology will be used for financial analysis, cases, and projects to learn about global financial markets and the role these markets play in the allocation of scarce resources in the U.S. and the world economy.
Prerequisite: Take a minimum of 12 MBA credits, not including foundations

FN-503 Risk Management and Insurance
Credits 3
An introductory survey course covering essential principles, practices, and basic legal aspects of insurance and risk management from the perspective of the individual, the finance manager, and the government. An analysis of the attributes of various alternative types of insurance contracts from a risk management perspective will be a central theme. The alternative of self-insurance will be examined.
Prerequisite: CR-501; CR-506 is recommended

FN-504 International Financial Management
Credits 3
An analysis of the structure and function of international money and capital markets with special attention on the operation of foreign exchange markets, export/import finance, comparative analysis of international financial institutions, Euro markets, and risk management in this dynamic environment. The primary perspective will be the application of the foregoing to the multinational enterprise.
Prerequisite: CR-501 and CR-506; FN-502 is recommended

FN-510 Seminar in Finance
Credits 3
An in-depth study of advanced topics in finance with a balance of both theoretical and applied perspectives. The theory of financial markets and other topics not addressed in depth in other courses would be an illustrative focus for this seminar.
Prerequisite: AC-501 and CR-506

FN-520 Special Topics in Finance
Credits 3
A course tailored to special interests of students and faculty may be offered when demand warrants.
Prerequisite: CR-506

HEALTH CARE SYSTEMS MANAGEMENT
HC-501 Foundations of Health Care Systems
Credits 3
This course is designed to serve as a foundation course for the health systems management program. It is organized to provide a comprehensive overview of the U.S. health care system. The first section of the course presents a descriptive analysis of the continuum of health care services: from primary care to long-term care. Emphasis will be given to the organization of health services and the delivery of services within these systems. The second concentrates on the changes in the health services system and associated issues in the management of health care systems. Topics of discussion include changes in the organization and structure of health services and concomitant strategies for managing a changing health care system. Topics include standards and guidelines for the accreditation of health care organizations, as well as specific quality assessment, management and performance indicators.
Prerequisite: Take a minimum of 12 MBA credits, not including foundations

HC-502 Fiscal Issues in Health Systems Management
Credits 3
This course presents the theoretical and applied aspects of health care finance. The course first examines specific economic theories and issues related to the financing and delivery of health care services. Topics include: determinants for medical care demand, issues in the supply of health care services, production theory, determinants of costs for health care services, public and private health insurance, competition in health care markets, and the political economy of health care services. This course also provides an in-depth examination of specific health financing topics such as the use of financial information in health care decision-making, rate-setting and prospective reimbursement, and assessing new health care services and ventures.
Prerequisite: Take a minimum of 12 MBA credits, not including foundations

HC-503 Legal Aspects of Health Systems Management
Credits 3
The course will address the major areas of law, which influence the management of health care organizations. Health care managers will be provided with a general knowledge of legal issues and problems in terms of their profession, institution, medical and allied health staff, and in day-to-day operation of health care facilities. The course examines a range of medical-legal issues such as the role and obligations of administration, the governing board, and medical and nursing staff. It also addresses the following specific topics: liability issues, antitrust and taxation laws, legal issues in mergers and consolidations, patient rights, confidentiality, labor law, and the general principles of risk management.
Prerequisite: Take a minimum of 12 MBA credits, not including foundations

HC-504 Issues in Quality Management for Health Care Systems
Credits 3
Quality improvement is not a passing fad, but a necessity if the U.S. is to remain competitive in the world marketplace. The course will define the necessary comprehensive approach to quality improvement. The additional focus is the application of quality management principles to health care organizations. This focus is the application of quality management principles to health care organizations. This focus will encompass topics such as Joint Commission on the Accreditation of Hospital Organizations standards, applications of total quality improvement, continuous quality improvement, critical pathways, and the use of outcome measures in health services delivery.
Prerequisite: Take a minimum of 12 MBA credits, not including foundations

HC-505 Principles and Strategies for Managed Health Care
Credits 3
Managed health care is a rapidly expanding component of our health care system, and health care managers will need to have a strong understanding of this trend. This course provides a comprehensive background in the key concepts of managed care. It also explains the strengths and weaknesses of various managed care models such as Health Maintenance Organizations (HMO), Point of Service Plans (POS), and Preferred Provider Organizations (PPO), as well as the different forms of vertically integrated systems. The course also examines operational issues to include case management, contracting, compensation, and utilization management. The unique requirements for Medicaid and Medicare managed care plans are also analyzed.
Prerequisite: Take a minimum of 12 MBA credits, not including foundations

HC-506 Community Health Assessment and Planning
Credits 3
This is a survey course divided into two sections. The first section introduces the principles of community health. It reviews epidemiology and public health demography, social and economic determinants of health and disease, community health
assessment, population-specific health care delivery issues, and the concepts of community-oriented care. The second section focuses on the application of health planning models and methods. Integration of the principles of community health into the planning process is stressed. Emphasis is on planning for community-based populations or to a health care organization's service areas.

**Prerequisite:** Take a minimum of 12 MBA credits, not including foundations

**HC-507**

**Contemporary Issues in Health Care Policy**

This course studies American health care policy, its origins, and contemporary policy issues in the financing and delivery of health care services. The role of legislative committees, bureaucratic agencies, interest groups, and major health care policies are examined as they have developed from the New Deal to the present. Attention is given to issues that relate to the concepts and/or quality of life and death. This is broadly defined to include AIDS policy, infant mortality, and government regulation of consumer products, occupational safety, and fiscal issues such as prospective payment, national health insurance, and the rationing of health care. Primary attention will be given to the legislative and political aspects of these various policy areas, but the unavoidable ethical issues will also be considered.

**Prerequisite:** Take a minimum of 12 MBA credits, not including foundations

**HC-508**

**Management of Information and Communication Technologies in Health Care Systems**

The management of current and emerging information and communication technologies in health care organizations. Topics include the evolution of health care information, the organization of information systems, and financial information technologies on quality of care. Use of telecommunication technologies to share medical information and education among health care institutions will also be explored.

**Prerequisite:** Take a minimum of 12 MBA credits, not including foundations

**HC-600**

**Capstone Course in Health Care**

**Prerequisite:** Take a minimum of 12 MBA credits, not including foundations

**Human Resource Management**

**HR-502**

**Talent Management**

HR-502 focuses on talent management as a strategic necessity. Course will cover such talent management functions as forecasting, recruiting and hiring, performance assessment, providing career growth, and termination. Students will also learn how to measure the impact of talent management on bottom-line productivity and profitability. Required. Lecture 3 hours.

**Prerequisite:** MG-501

**HR-503**

**Human Resource Law**

HC-503 focuses on the major federal and state laws, rules and regulations impacting the employer/employee relationship. Topics include Hiring and Selection, Wage and Hour, Employee Benefits, Health and Safety, Civil Rights and Discrimination, Performance Management and Discipline, Labor Relations and Unions, Employee Privacy, Record keeping and HR Policies and Practices. Required. Lecture 3 hours.

**Prerequisite:** MG-501

**HR-504**

**Compensation and Benefits**

HR-504 explores current theory, practice and alternatives in employee compensation and benefits. This course will cover basic pay structures and methods, individual and group incentive plans, basic health and welfare benefits, paid time off benefits, retirement plans profit sharing plans, stock option plans, executive compensation and benefits. Lecture 3 hours.

**Prerequisite:** MG-501

**HR-505**

**The Human Capital Executive**

HR-505 builds content on the core concepts covered in MG-501. Topics such as the role of strategy, objectives and policy in guiding discussions at the executive level, the art of decision making, and power and influence as change catalysts will be discussed. Lecture 3 hours.

**Prerequisite:** MG-501

**HR-506**

**Building a High Performance Culture**

HR-506 provides students with a clear understanding of issues surrounding employee motivation and engagement. Emphasis is placed on a variety of models for building a performance culture, identifying “technical” and “talent” components of high performance culture and understanding the challenges and strategies for infusing a performance culture into an under-performing enterprise. Lecture 3 hours.

**Prerequisite:** MG-501

**HR-507**

**Global Human Resource Management**

HR-507 introduces the student to cross-cultural management of the international and multinational firm’s human capital. This course will empower the Human Capital Manager to effect HR policy and practice consistent with a global strategy regardless of industry. Lecture 3 hours.

**Prerequisite:** MG-501

**HR-510**

**Special Topics**

Special topics such as Conflict Resolution and Team Building, Safety and Health, Training, Design and Development, Labor Relations, and International HR, Change Management, and Diversity will be offered under this course number. Lecture 3 hours.

**Prerequisite:** MG-501

**MANAGEMENT**

**MG-501**

**Management of Human Resources**

A survey of basic principles and practices, which govern personnel, needs analysis and the selection and development of organizational human resources. Topics such as recruitment, testing, development, performance evaluation, and compensation will be examined against a backdrop of changing demographics. Legal ramifications and implications of personnel policies and practices will be considered. The management of human resources will be studied within the context of an organization's total strategy and structure.

**Prerequisite:** CR-505

**MG-502**

**Organizational Analysis and Design**

An introduction to open systems theory and other approaches useful for the nature, operation, and effectiveness of purposive organizations. Emphasized topics will include organization structure, the relationship between structure and process, intra- and inter-organizational dynamics, and environmental influences. Students will be expected to develop an analytical framework for analysis and design, and to apply it to a substantive organization with which they have more than superficial familiarity.

**Prerequisite:** CR-505

**MG-503**

**Entrepreneurship**

The examination of principles and contemporary practices underlying the development and conversion of ideas into organizational and market-place reality. Topics to be explored include risk, leadership, creating and developing an organizational team, defining and obtaining necessary resources, and developing and implementing a viable business plan.

**Prerequisite:** CR-501 and CR-504; CR-506 recommended

**MG-504**

**Managerial Decision-Making**

A survey of both theory and practice of managerial decision-
making in an organizational context. The relative strengths,
weaknesses, and contributions of both quantitatively and qualita-
tively oriented tools, techniques, and approaches to the manage-
ment level decision-making process will be explored. The role
of managerial experience, judgment, and intuition will be given
special attention.
Prerequisite: CR–504

MG–502
Marketing Strategy
An advanced course which interprets the principles, tools, and
techniques of marketing analysis from a strategic perspective. The
course focuses on the development of a comprehensive market-
ing plan.
Prerequisite: Completion of all Core courses

MG–503
Marketing Research
An examination of the objectives, techniques, and limitations of
marketing research as a tool of effective marketing management.
Topical coverage will include: formulation of research objectives,
selection of research design, and the collection, analysis, interpre-
tation and use of data. The use of models, simulations, and other
research tools and techniques will also be examined. The per-
spective will be that of the user of marketing research products.
Prerequisite: CR–504

MG–504
Marketing Simulation
A computer-based simulation, which allows students to make
interactive decisions and to receive feedback from the model, so
as to create an appreciation of the interrelatedness of the numer-
ous variables which affect key marketing decisions. Normally,
student teams compete by making decisions about price levels,
production levels, promotion policies, distribution systems, prod-

tect features, research budgets, etc. which affect their company
and/or industry.
Prerequisite: Completion of all Core courses

MG–505
International Marketing
Designed to provide students with the opportunity to apply
basic marketing concepts, principles, strategies, and techniques to
the special challenges of the international setting. This is done by
examining and applying marketing decisions—making processes,
dermining marketing information requirements, developing
criteria for planning and control systems, and becoming familiar
with alternative organizational designs and marketing strategies
most effective in the global context increasingly faced by the
multi-national firm.
Prerequisite: Take a minimum of 12 MBA credits, not includ-
ing foundations

MG–520
Special Topics in Marketing
A course tailored to special interests of students and may be
offered when demand warrants.
Prerequisite: Take a minimum of 12 MBA credits, not includ-
ing foundations

PM–501
Project Management Essentials
Investigates the increasing use of projects to accomplish impor-
tant organizational goals and the unique style of administration
required to manage them. To illustrate and reinforce concepts,
a variety of projects, organizational settings, and issues will
be investigated through Harvard cases. Topics to be addressed
include the selection and role of the project manager, organiza-
tion and planning, budgeting and cost estimation, scheduling and
resource allocation among multiple projects, monitoring, control-
ling, auditing, and terminating projects.
Prerequisite: Take a minimum of 12 MBA credits, not includ-
ing foundations

PM–502
Project Management for eBusiness
This course will explore the emerging issues of project manage-
ment in an e-commerce or e-business environment. The course
will examine real world examples of project management activ-

ity in e-commerce applications and companies. The relevant
characteristics for e-business activity with respect to project
management will be discussed.
Prerequisite: PM–501

PM–503
Project Management for MIS
Investigates the unique form of management information sys-
tems projects to accomplish important organizational goals and
the unique style of administration required to manage them.
Topics to be addressed include human aspects of management
information systems projects, project selection and approval,
requirements definition, system development, estimation. MS
Project software will be used as a tool to track and report on
assigned projects.
Prerequisite: PM–501

PM–506
Project Management: Scope and Cost Management
The course addresses project management from a manage-
ment perspective. Specifically it will consider project scope (planning),
project cost (budgeting), and the issues associated with select-
ing projects, initiating them, and operating and controlling them
while remaining on project scope and budget. We will also cover
the difficult problems associated with conducting a project such as using people and organizations that represent different cultures and may be separated by considerable distances. Special topics to be addressed include scope planning, scope definition, scope work breakdown schedule, scope verification, scope control, cost estimating, cost budgeting, and cost control.

**Prerequisite:** PM-501

**PM-507**  
**Credits 3**  
**Project Management: Risk Management**  
This course explores philosophies, principles, practices, and techniques for managing risk in projects with a particular focus on complex or large-scale activities. We will cover the basics of risk management in the context of project management and outline a systematic approach to managing project risk. Special topics to be addressed include risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning, and risk monitoring and control.

**Prerequisite:** PM-501

**PM-508**  
**Credits 3**  
**Project Management: Contract Management**  
This course examines the use of outsourcing contract management and the issues of defining scope and allocating responsibilities for contracted cost, quality and risk management work elements. Special topics to be addressed include plan purchases and acquisitions, plan contracting, requesting sellers responses, selecting sellers, contract administration and contract closure.

**Prerequisite:** PM-501 and proficiency in MS Project 2003

**PM-509**  
**Credits 3**  
**Project Management - Integrating Quality Into Project Methodology**  
This course investigates the increasing use of projects to accomplish important organizational goals and the unique style of administration required to manage them. To illustrate and reinforce concepts, a variety of projects, organizational settings, and issues will be investigated. Special topics to be addressed include quality planning, quality assurance, quality control and quality and statistical process control.

**Prerequisite:** PM-501

**PM-510**  
**Credits 3**  
**Advanced Project Management and P.M.P. Certification**  
This course provides a comprehensive study of the nine project management processes as defined by the Project Management Institute (PMI) in the Project Management Body of Knowledge (PMBOK). The nine project management processes are project integration management, project scope management, project time management, project cost management, project quality management, project human resource management, project communications management, project risk management and project procurement management. In addition, this course will prepare the student to sit for the Project Management Professional (PMP) exam.

**Prerequisite:** Successful completion of three PM courses

**Electives**

M.B.A. candidates may select any one of the electives listed below, or any concentration course not previously taken, to complete the elective requirement for the degree.

**EC-501**  
**Managerial Economics**  
Credits 3  
The application of economic theory to the analysis of management problems.

**Prerequisite:** Take a minimum of 12 MBA credits, not including foundations

**EC-502**  
**Managerial Statistics**  
Credits 3  
An expanded application of statistical techniques necessary for managerial decision-making and for understanding business and economic research. Topics include probability theory, sampling distribution, density function and distributions, estimation, hypothesis testing, analysis of variance, multiple regression, and correlation.

**Prerequisite:** Take a minimum of 12 MBA credits, not including foundations

**EC-503**  
**Macroeconomic Analysis**  
Credits 3  
Development of an understanding of how the overall economy and its various sectors influence the operation of given industries and their constituent firms. The uses and abuses of macroeconomic forecasting and the role of monetary and fiscal policy will be examined.

**Prerequisite:** Take a minimum of 12 MBA credits, not including foundations

**EC-504**  
**E-Commerce and Internet Marketing**  
Credits 3  
This course will investigate the strategic implications, key issues, and the capability provided by the Internet in contemporary marketing. Marketing strategy, ineffective marketing efforts, and marketing plan development for those products and services sold via the Internet.

**Prerequisite:** CR-504

**EC-505**  
**Consumer Behavior in an E-Commerce Environment**  
Credits 3  
This course will explore consumer behavior specifically in relation to technology and e-commerce. Issues such as: How is the decision making process different in an e-commerce environ-

**EC-506**  
**Introduction to E-Commerce and the Digital Economy**  
Credits 3  
A survey of business and technical issues including navigation, design, channel conflict, security, privacy, intellectual property, and regulation. E-commerce is emerging as an efficient yet effective mode of conducting global business. Enabled by global telecommunication networks and the convergence of computing, telecommunication, entertainment, and publishing industries, e-commerce is supplanting (and in some cases replacing) traditional commerce. In the process it is creating new opportunities and challenges for today’s business as well as creating new market structures.

**Prerequisite:** CR-504

**EC-507**  
**The Internet and the Information Superhighway**  
Credits 3  
Focuses on the history of Internet and its affect on a traditional business model. Students explore the tools, skills, business and social implications of the emergence of e-commerce in cyberspace.

**Prerequisite:** CR-504

**EC-508**  
**Electronic Commerce Models**  
Credits 3  
A focus on how e-commerce changes traditional business practices, from the creation and marketing of new products and services to supply chain management and customer service. The course provides both the strategic and technical essentials of what a manager needs to know to manage and lead an e-commerce effort.

**Prerequisite:** CR-504

**EC-509**  
**Startup.com**  
Credits 3  
The course examines, from a managerial viewpoint, the contribution of a website to an organization. Emphasis will be on starting up a Web company or migrating an existing business onto the Internet.

**Prerequisite:** CR-504

**EC-510**  
**Seminar in E-Commerce**  
Credits 3  
An in-depth study of advanced topics in e-commerce with a
<table>
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<td>EC-520</td>
<td>Special Topics in E-Commerce</td>
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<td>EL-507</td>
<td>Small Business Management</td>
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<td>Prerequisite: Take a minimum of 12 MBA credits, not including foundations</td>
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<td>EL-508</td>
<td>Production and Operations Management</td>
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<td>EL-510</td>
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<td>3</td>
<td>Prerequisite: Take a minimum of 12 MBA credits, not including foundations</td>
</tr>
<tr>
<td>EL-511</td>
<td>International Business</td>
<td>3</td>
<td>Prerequisite: Take a minimum of 12 MBA credits, not including foundations</td>
</tr>
<tr>
<td>EL-516</td>
<td>The Free Enterprise System</td>
<td>3</td>
<td>Prerequisite: Take a minimum of 12 MBA credits, not including foundations</td>
</tr>
<tr>
<td>EL-550</td>
<td>Special Topics</td>
<td>3</td>
<td>An in-depth exploration of a special topic(s) of interest to selected faculty and graduate students.</td>
</tr>
<tr>
<td>EL-600</td>
<td>Independent Study</td>
<td>3</td>
<td>To be used for faculty supervised independent study, special projects, or research.</td>
</tr>
<tr>
<td>EL-605</td>
<td>The Free Enterprise System</td>
<td>3</td>
<td>A survey of alternative economic systems with an emphasis on the strengths and weaknesses of the Free Enterprise System.</td>
</tr>
</tbody>
</table>

**Balance between theoretical and applied perspectives.**

**Prerequisite: CR-504**
Graduate Programs in Education (M.Ed.)

The Master of Education programs at DeSales University serve as a center for the advancement of effective teaching through the creation of learning opportunities designed to be relevant for today's children. Our programs instill a sense of respect for all persons so that graduates can prepare students to experience cultural diversity, use technology, and contribute to a global society.

The Master of Education programs of DeSales University serve as a center for the advancement of effective teaching through the creation of learning opportunities designed to be relevant for today's children.

Our programs instill a sense of respect for all persons so that the graduates can prepare students to experience cultural diversity, use technology, and contribute to a global society.

Degrees offered on campus:
- M.Ed. in Academic Standards (with Initial Certification in Elementary Education)
- M.Ed. in Academic Standards and Reform (multi-disciplinary)
- M.Ed. in Special Education (degree only, initial or additional certification)
- M.Ed. in Teaching English to Speakers of Other Languages (TESOL) (with option for ESL Specialist endorsement)

Degrees offered online:
- M.Ed. in Instructional Technology K-12 (with option for Instructional Technology Specialist Certification)

Certificate Programs
- English as a Second Language (ESL) endorsement
- Instructional Technology Specialist certification (ITSC)

Graduate education courses are open to all interested educators and other post-baccalaureate applicants interested in pursuing a degree and/or certification. An online application and registration form are available at www.desales.edu/medforme.

Mission Statement

It is the mission of the M.Ed. programs, in support of the mission of DeSales University, to foster life-long learning, and to prepare leaders who will teach and guide K-12 students so that these students become productive and contributing members of a global society in which they will: exhibit the characteristics of Christian Humanism; be prepared to use the power of technology; and celebrate the diversity that enriches their lives as global citizens.

Learning Outcomes

The M.Ed. programs of DeSales University foster and support professional development through inquiry, reflection, and the application of research-based methods to improve teaching and learning. The programs broaden theoretical and practical knowledge of professionals in the education and preparation of children as they grow toward global citizenship. Our students critique, discuss, and engage in educational research and use technology as an instructional tool to motivate, enhance, and extend learning. Graduates of the M.Ed. programs are prepared to inform educational policy, address ethical concerns in the education of children, and maximize the benefits of diversity in the classroom. Graduates of the M.Ed. programs will demonstrate:
- advanced skills in their content area or area of expertise,
- effectiveness in teaching and supporting teachers in both traditional and distance learning classrooms,
- competency in the use of technology for the advancement of learning, a knowledge and appreciation of globalism and its impact on public education,
- the ability to conduct to become aware of the relevant studies and best practices

General Admission Requirements, M.Ed. Programs

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution. Undergraduate GPA of at least 3.0.
2. Three recommendations from professionals who have known the applicant for at least six months.
3. A letter articulating the applicant's professional goals that will satisfy this requirement by passing the CLEP exam.
4. Complete or audit three credits in U.S. history (Academic Standards K-6 only)

Application Procedure

Application forms and information can be obtained from either the M.Ed. programs secretary or www.desales.edu/medonline.

A complete application will include:

1. A completed application form.
2. Official transcripts of all college work, undergraduate and graduate.
3. Three completed recommendation forms with accompanying letters of recommendation from persons who have known the applicant for at least six months.
5. A letter in which the applicant states his/her professional goals and how earning an M.Ed. from DeSales University will assist in achieving these goals. The letter may include additional information the applicant wants the director to consider for admission. This letter should be one or two pages in length and serves as an indication of ability to write at a graduate level.
6. A non-refundable application fee.
7. Demonstration of English language proficiency.

When the completed application and all documentation are received, the director of M.Ed. programs will review the information and inform the candidate of the application status.

Internal Transfer
Students enrolled in a graduate education program offered by the University may transfer to another graduate education program offered by the University with the approval of the director of M.Ed. programs. An additional application fee is not required and ordinarily admissions credentials need not be resubmitted. Depending upon the director's approval, credits earned in the original program may be partially or fully applied toward the new degree.

Transfer Policy

Nine credits with grades of a “B” or better completed within five years of the request for transfer may be transferred from graduate programs within the University or from other graduate programs of accredited institutions of higher education and be used to partially fulfill requirements of any program. Applicants must provide official transcript, course description and any other documentation requested by the University.

All transfers must be approved by the director of M.Ed. programs. Transfer of credits earned before admission must be requested in writing at the time of application for admission.

Students wishing to transfer courses taken at another institution during the completion of a program must receive prior approval from the director. Courses offered by DeSales University as part of a program cannot be taken elsewhere for transfer if a student has the opportunity to take them at DeSales University during the current or future semesters during a reasonable time frame for completion of a program. Approval of transfer will not be granted unless for extenuating circumstances and only if denial of request for transfer will deny student progress toward program completion. Courses in M.Ed. programs have outcomes aligned with program outcomes and transferred courses rarely align exactly. Therefore, desire for a more rapid completion of a program will not constitute an extenuating circumstance or grounds for approval of transfer.

Academic Schedule

The academic year of the M.Ed. program consists of four sessions:

- **Winter (12 weeks)**: early Jan. - late March
- **Spring (12 weeks)**: early April - late June
- **Summer (6 weeks)**: early July - mid Aug.
- **Fall (12 weeks)**: late Aug. - early Dec.

In the 12-week session, each course meets once each week on a weekday evening from 5:30 - 9:00 p.m. for three-credit courses and generally on two days from 9:00 a.m. - 5:00 p.m. for one-credit courses.

The course schedules will vary in the six week summer session and are announced before the semester.

Courses may be taught in various formats including traditional classroom, online, hybrid of online and face-to-face meetings, and/or accelerated format including weekends. Schedules for these formats will be announced with the session schedule and will be available on the WebAdvisor before to registration.

The Academic Calendar may be found at www.desales.edu.

Student Status

For the purpose of defining student status, the calendar year (January 1 – December 31) is divided into two terms: from January 1 to June 30, Winter/Spring sessions, and from July 1 to December 31, Summer/Fall sessions.

A full-time student is one who carries at least nine (9) credits in a given term.

A half-time student is one who carries at least six (6) credits in a given term.

A less than half-time student is one who carries less than six (6) credits in a given term.

International Student Status

In addition to the criteria described in the Academic Regulations section, an international student (F-1 visa) needs to

- maintain full-time student status,
- carry at least one classroom based course in each session,
- take no more than one distance-education course in each session.

Student Categories

Applicants may be admitted to the M.Ed. program in one of the following categories:

- **Regular Student Category**: An applicant in this category is pursuing a degree only or degree and certification and meets all admission requirements.
- **ACT 48 Credit**: An applicant seeking ACT 48 credit must contact the M.Ed. secretary and submit an application ($50 application fee not applicable). Applicant may not acquire a master's degree unless all application materials have been submitted and approved.
- **Auditing Student Category**: The director of M.Ed. programs may permit qualified applicants to audit selected courses. Such applicants must complete the M.Ed. application form and must pay the non-refundable application fee and tuition for any courses to be audited. Audited courses may not be counted toward graduation requirements.
- **Elective Courses**: The director of M.Ed. programs should approve all elective courses taken as part of the degree program allowing for electives.

Attendance Policy

Students are expected to attend all scheduled class hours. An unexcused absence of more than two hours (total) from a one-credit course or two class meetings from a three-credit course shall result in a grade of “F”. For online courses, an unexcused absence resulting in a grade of “F” shall be defined as no activity for one week in a one-credit online course or two weeks in a three-credit online course in fall, winter and spring semesters or for one week in a summer semester.

Registration

Registration normally begins eight weeks before the first class meeting. The University reserves the right to limit enrollment, or cancel a course if registration is insufficient. Registration is done through WebAdvisor at www.desales.edu/webadvisor. New students or those studying for ACT 48 credit will need to contact the M.Ed. secretary for registration information.

Student Orientation

All students registered for courses in M.Ed. programs either before or after acceptance are required to participate in a non-credit Student Orientation conducted once during each session of the academic year. There is no fee for this orientation but participation in mandatory and required before registration for courses in second session of enrollment. Students studying in courses for Act 48 credit or transfer must participate in the Student Orientation before enrollment in second course for those purposes. More information on the Student Orientation including scheduled dates for each session can be obtained from the M.Ed. program office.

Tuition and Fees

Tuition and fees are available at www.desales.edu.

Refund Amount

Three Credit Courses:
Withdrawal after 1st class: 80% of tuition refunded
Withdrawal after 2nd class: 60% of tuition refunded
Withdrawal after 3rd class: 50% of tuition refunded
Withdrawal after 4th class: 20% of tuition refunded
Withdrawal after 5th class: No refund

Weekend and Accelerated Courses:
No refund is made after the course has begun.

One-Credit Courses:
No refund is made after the course has begun.

Graduation Requirements, M.Ed. Programs

The following graduation requirements apply to all M.Ed. degrees:
1. Completion of the required number of graduate credits in an approved program of study.
2. An overall 3.0 GPA for all course work taken at the University towards the completion of the degree.
3. Resolution of all incomplete grades.
4. Completion of the capstone course requirements with a grade of “B” or higher.
5. Presentation of the completed research project at a class session for University reviewers.
6. Fulfillment of all financial obligations to the University.

Computer Literacy
The University expects all incoming students to be familiar with and able to use basic work processing, digital file management, e-mail and Internet. Applicants lacking this background should acquire it through appropriate learning experiences before registration in first course in M.Ed. program or for Act 48 credit.

Online and Hybrid Course Technical Requirements
All students registered for online or hybrid courses are required to
- have access to Internet above dial-up speeds and
- use a headset with microphone (no open speakers with external mic)

Additional technical requirements include:
- MicroSoft Office 2003 or higher
- Windows XP or newer, or Mac OS 9 or newer
- 20 MB or free hard drive space
- 256 MB ram minimum
- CD or DVD drive
- Netscape 4.7 or newer
- Sound card
- Video card

Additional plug-in download may be required. Student is responsible for determining what specific technology is required for course before registration.

E-Mail
Students are required to use e-mail provided by the University.

Requirements for Certification Programs
Clearances: All students studying in programs with courses required for certification must comply with Pennsylvania Department of Education requirements for clearances. These clearances include PA Criminal Record Check, PA Child Abuse History Form, PA Criminal History Background Check, and Tuberculin Test. For complete information and policy on student clearance requirements, contact the M.Ed. programs office.

Prerequisite Course Completion:
Pennsylvania Department of Education requires that the Director of M.Ed. programs verify completion of specified course work at the undergraduate or graduate level before allowing student teaching, practicum or internship leading to recommendation for certification. Complete information on these requirements can be obtained from the M.Ed. programs office.

GPA Requirements: A minimum GPA of 3.0 is required to participate in student teaching, practicum or internship experience leading to certification.

Programs of Study, M.Ed. Programs
Each program of study for the M.Ed. degree consists of graduate credits made up of core, major, capstone, and elective courses.

Prerequisite Courses
Specific programs may have particular prerequisite requirements. Please see individual programs of study for those prerequisite requirements. Prerequisite course credits are not included in total credit requirements for program completion.

Core Courses
The core courses provide a firm foundation in curriculum design, instruction, assessment, educational research, and teaching for all M.Ed. programs. Specific programs will have additional core course requirements. In addition, the following courses are required for all M.Ed. degree candidates.

ED 501 Educational Research 3 credits
To be taken within two semesters of the Capstone Course

ED 504 Philosophy and Ethics in Education 3 credits

Major Courses (12-24 credits)
Students must complete the major courses as required by their specific program. Major course requirements are described by the curriculum matrix of the specific programs.

Capstone Course (3 credits)
ED 600 Critical Issues and Research Seminar

Students must complete ED 501 and 24 credits in the program before registering for ED 600. A grade of B or better in capstone course is required for graduation.

In place of ED 600, students may be granted permission to complete an independent research project in their major. This option requires submission approval of a prospectus and research project proposal. Students must meet with the director of M.Ed. programs before registration for these capstone options.

Elective Courses
For programs allowing for electives, the elective credits may be chosen from any of the M.Ed. courses with the approval of the director of M.Ed. programs. The number of core, major and elective courses may vary depending on the program of study. Students should check the requirements with their program coordinator or the director of the M.Ed. programs.

ACADEMIC STANDARDS K-6 WITH INITIAL CERTIFICATION IN ELEMENTARY EDUCATION PROGRAM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education in Academic Standards K-6 with Elementary Certification Program is designed to prepare prospective elementary teachers (Kindergarten through Grade 6) for teaching certification by the Pennsylvania Department of Education (PDE). Prospective teachers who complete this program will enter the elementary education field having met all requirements for initial elementary education certification by PDE, and with an advanced understanding of the theories and research that are the foundation for planning, implementing, and assessing high quality learning of students in grades K-6.

Prerequisites for student teaching include the completion of three credits in college-level English Composition, three credits in American or British Literature, six credits in college-level mathematics, and three credits in U.S. History in addition to completion or audit of three credits in either human development or child psychology, and three credits in Education Psychology. These courses do not have to be completed before admission but should be completed early in the program and must be completed before student teaching.

Program Requirements

Prerequisite Courses (25 credits)
Compositions and Literature 6 credits
Mathematics 6 credits
US History Course 3 credits
Educational Psychology (may be audited) 3 credits
PS 240 Human Development 3 credits
or
PS 245 Child Psychopathology or equivalent

Program Requirements

Elective Courses
For programs allowing for electives, the elective credits may be chosen from any of the M.Ed. courses with the approval of the director of M.Ed. programs. The number of core, major and elective courses may vary depending on the program of study. Students should check the requirements with their program coordinator or the director of the M.Ed. programs.
Graduate Programs in Education (M.Ed.)

Program Requirements

Core Courses (9 credits)
ED 501* Educational Research 3 credits
ED 503 Advanced Topics in Education 3 credits
ED 504 Philosophy and Ethics in Education 3 credits
ED/ES 507 Teaching Diverse Learners 3 credits
ED 518 Classroom Management 3 credits

Major Courses (19 credits)
EE 531 Teaching Literacy Standards K-3 3 credits
EE 534 Teaching Social Studies Standards K-6 3 credits
EE 546 Teaching Mathematics Standards K-6 3 credits
EE 545 Teaching Science and Technology Standards K-6 3 credits
EE 543 Teaching Arts Standards K-6 3 credits
EE 542 Teaching Health, Safety and Physical Education Standards K-6 1 credit

Note: Be aware of course and program changes as they may affect program completion.

Capstone Course (3 credits)
ED 600 Critical Issues and Research Seminar
or
EE 600 Capstone Project:

Special Education Program

Major Courses (18 credits)
Students may self select a program of study from any courses offered in the M.Ed. programs. Three workshops may be taken in place of a three-credit course.

Capstone Course (3 credits)
ED 600 Critical Issues and Research Seminar
or
EE 600 Capstone Project:

Master of Education in Special Education (Degree Only)

Core Courses (9 credits)
ED 501* Educational Research 3 credits
ED 503 Advanced Topics in Education 3 credits
ED 504 Philosophy and Ethics in Education 3 credits
*ED 501 Educational Research must be taken within two semesters of the capstone course.

Major Courses (15 credits)
SE 501 Learning and Behavior Challenges 3 credits
SE 504 Moderate and Severe Disabilities 3 credits
SE 508 Collaboration and Consultation 3 credits
SE 510 Special Education Law 3 credits
SE 514 Instructional Adaptations and Modifications 3 credits
SE 518 Positive Behavior Management 3 credits

Capstone Course (3 credits)
SE 600 Capstone Project: Special Education
or
ED 600 Critical Issues and Research Seminar

Master of Education with Additional Certification

Core Courses (9 credits)
ED 501* Educational Research 3 credits
ED 503 Advanced Topics in Education 3 credits
ED 504 Philosophy and Ethics in Education 3 credits
*ED 501 Educational Research must be taken within two semesters of the capstone course.

Major Courses (24 credits)
SE 502** Learning and Behavior Challenges 3 credits
SE 504** Moderate and Severe Disabilities 3 credits
SE 508 Collaboration and Consultation 3 credits
SE 510** Special Education Law 3 credits
SE 512 Integration of Technology into Special Education Classrooms 3 credits
SE 514** Instructional Adaptations and Modifications 3 credits
SE 518** Positive Behavior Management 3 credits
SE 598** Special Education Internship 3 credits

Note: Be aware of course and program changes as they may affect program completion.

ACADEMIC STANDARDS AND REFORM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education degree in Academic Standards and Reform prepares educators for professional and career enhancement work in the areas of education and social services.

Program Requirements

Core Courses (9 credits)
ED 501* Educational Research 3 credits
ED 503 Advanced Topics in Education 3 credits
ED 504 Philosophy and Ethics in Education 3 credits
*ED 501 Educational Research must be taken within two semesters of the capstone course.
may affect program completion.

Capstone Course
(3 credits)
SE 600 Capstone Project: Special Education

or

ED 600 Critical Issues and Research Seminar

The Commonwealth of Pennsylvania requires passing the following PRAXIS Series tests for additional certification:
A. Fundamental Subjects: Content knowledge (30511)
B. Special Licensure Area: Special Education Certification; Education of Exceptional Students; Core content knowledge (20353)

*ED 501 Education Research must be taken within two semesters of the capstone course.

**Courses required for additional certification only in Special Education N-12.

Master of Education in Special Education with Initial Certification

Program Requirements

Prerequisite Course (22 credit)
Composition and Literature
6 credits
Mathematics
6 credits
PS 240 Human Development
3 credits
or
PS 245 Child Psychopathology
3 credits
or
Equivalent (may be audited)
3 credits
Educational Psychology (may be audited)
3 credits
ED 500 Best Practices in Education
3 credits

Core Courses (9 credits)
ED 501* Educational Research
3 credits
ED 504 Philosophy and Ethics in Education
3 credits
ED/ES 507 Teaching Diverse Learners
3 credits

*ED 501 Educational Research must be taken within two semesters of the capstone course.

Major Courses (21 credits)
SE 502 Learning and Behavior Challenges
3 credits
SE 504 Moderate and Severe Disabilities
3 credits
SE 508 Collaboration and Consultation
3 credits
SE 510 Special Education Law
3 credits
SE 512 Integration of Technology into Special Education Classrooms
3 credits
SE 514 Instructional Adaptations and Modifications
3 credits
SE 518 Positive Behavior Management
3 credits

Capstone Course (3 credits)
SE 600 Project: Special Education

or

ED 600 Critical Issues and Research Seminar

*ED 501 Educational Research must be taken within two semesters of the capstone course.

Students must complete all certification courses and pass the required Praxis exams before taking Special Education Student Teaching (ED 420, 422, 424, 426).

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education in TESOL is designed to provide educators with knowledge of English as a second language, knowledge of ESL teaching and learning strategies, practical experience in applying theoretical knowledge, an awareness of the realities of the multicultural classroom, and a commitment to continued professional growth. The TESOL degree includes the Program Specialist Certification, a non-teaching certification. Persons desiring to teach ESL must hold appropriate teaching certification.

Program Requirements

Prerequisite
(1 credit)
Instructional I or II Teacher Certification

Core Courses (12 credits)
ED 501* Educational Research
3 credits
ED 504 Philosophy & Ethics in Education
3 credits
ED/ES 507** Teaching Diverse Learners
3 credits
ES 535** Foundations of Second Language Acquisition
3 credits

Major Courses (15 credits)
ES 536* Assessing English Language Learners
3 credits
EN/ES 540 Linguistics for Teachers
3 credits
ES 545 Multicultural Community Development
3 credits
ES 594 Technology and English Language Learners
3 credits
ES 595** Linking Language Acquisition and Content
3 credits

Capstone Course (3 credits)
ED 600 Critical Issues and Research Seminar

Prerequisites: ED 577, ED 501 and completion of 24 credits in the program.

* ED 501 Educational Research must be taken within two semesters of the capstone course.

** Courses required for the ESL Program Specialist. ES 535 is a prerequisite for ES 536 and ES 595.

ENGLISH AS A SECOND LANGUAGE PROGRAM

SPECIALIST CERTIFICATION

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

With the approval of the Commonwealth of Pennsylvania Department of Education (PDE), the University offers the ESL Program Specialist Certification, a non-teaching certification. The ESL Program Specialist Certification is designed to assist educators in acquiring the knowledge and skills to teach English language learners. The program is structured to sensitize teachers to the needs of students from various cultures and backgrounds, to impart information on language and literacy acquisition, coaching that will enable teachers to become reflective practitioners. Persons desiring to teach must also hold appropriate teaching certification.

The program consists of four three-credit courses:

ED/ES 507 Teaching Diverse Learners
ES 535* Foundations of Second Language Acquisition
ES 536 Assessing English Language Learners
ES 595 Linking Language Acquisition and Content

*Prerequisite for ES 536 and ES 595

TECHNOLOGY IN EDUCATION K-12 WITH INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATION

ONLINE PROGRAM

Department of Education • 610.282.1100 ext. 1461 • MEd@desales.edu

The Master of Education in Technology in Education K-12 is designed for the teacher who desires the effective application of technology in the classroom and for those who desire to support teaching and learning with technology at the building, district, or Intermediate Unit level. This program enables teachers to select and integrate technology into the curriculum of their subject matter areas and grade level by emphasizing the use of technology as an instructional tool to address diverse learners, enhance teaching, and extend learning beyond the classroom. The program also prepares Instructional Technologists to establish, support and maintain technology and its effective use in the classroom. Emphasis is on tried and tested technology along with an exploration of new and emerging technologies including mobile, multimedia and telecommunications for traditional and distance classrooms. Students learn about teacher utility applications and gain an understanding of the support of technology in the K-12 environment. Courses leading to a non-teaching Instructional
Technology Specialist Certificate may be taken separately. This program is offered online using a course management system and a web conference environment. Initial and final class meetings are scheduled in web conference in real-time and require the use of headset with microphone. Additional meetings in web conference may be scheduled throughout the semester and courses may also require on-site meetings that can be arranged to accommodate students’ schedule and location. Students must participate in an online orientation before the start of their first online course. Information on the orientation is provided new students before an online orientation before the start of their first online course.

**Program Requirements**

**Prerequisite Course** (12 credits—not counted in program credit requirements)

CE 500 Computer Tools for Educators 3 credits

(may be satisfied by portfolio)

Adaptations and Accommodations 12 credits (apply only to certification programs)

**Core Courses** (9 credits)

ED 501 Educational Research 3 credits

ED 504 Philosophy and Ethics in Education 3 credits

ED 508 Law and Media in Education 3 credits

*ED 501 Educational Research must be taken within two semesters of the capstone course.

**Major Courses** (18 credits for degree or 24 credits for certification)

CE 537 Technology for Inclusive Classrooms 3 credits

CE 530** Computers in the K-12 Curriculum 3 credits

CE 536** Networking and Microcomputer Systems 3 credits

CE 550** Multimedia Classroom Applications 3 credits

CE 553** Web Design for Educators 3 credits

CE 555** Management of Technology Resources 3 credits

CE 556** Distance Education and Emerging Technologies 3 credits

CE 599** Instructional Technology Specialist Internship (3 credits)

Prerequisite: CE-500 and Distance Student Orientation

**Capstone Course** (3 credits)

CE 600 Capstone Project: Technology in Education

or

ED 600 Critical Issues and Research Seminar

**Course Descriptions**

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE-500</td>
<td>Computer Tools for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED-500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ED-501</td>
<td>Philosophy and Ethics in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-504</td>
<td>Law and Media in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-505</td>
<td>Advanced Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-506</td>
<td>Art Integration for Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED-507</td>
<td>Teaching Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-508</td>
<td>Technology Specialist Certificate</td>
<td>3</td>
</tr>
<tr>
<td>ED-509</td>
<td>Instructional Media</td>
<td>3</td>
</tr>
<tr>
<td>ED-510</td>
<td>Improving Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED-511</td>
<td>Integrated Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>ED-516</td>
<td>Intro to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-517</td>
<td>Purposeful Learning Through Multiple Intelligences</td>
<td>3</td>
</tr>
</tbody>
</table>

A systematic study of the way philosophy illuminates the goals, processes, and social contexts of education. The course examines the nature of various philosophical perspectives (realism, idealism, pragmatism, behaviorism, existentialism, reconstructionism, etc.), and their contributions to the experience of education in America today.

ED-505 Improving Teaching

ED-506 The School Curriculum

ED-507 Teaching Diverse Learners

ED-508 Law and Technology

ED-509 Instructional Media

ED-510 Improving Teaching

ED-511 Integrated Intelligence

ED-516 Intro to Special Education

ED-517 Purposeful Learning Through Multiple Intelligences

The following class list was pulled from WebAdvisor on June 27, 2011. For the most current class listing, visit WebAdvisor.
Purposeful learning through Multiple Intelligences enables educators to understand the characteristics of each of the intelligences, create diverse strategies for teaching through the intelligences, and develop various entry points for integrating the intelligences into a school-wide program.

ED-518 Classroom Management
Credits 3
Various approaches to classroom management to reduce discipline problems by meeting the academic and psychosocial needs of students and teachers.

ED-520 Multiple Intelligences
Credits 1
Purposeful learning through multiple intelligences enables educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

ED-521 Authentic Classroom Assessment
Credits 3
An introduction to the theory and practice of educational action research. Students identify the constituents of a research report. Students will design, conduct and report the results of an action research pilot study in classrooms with English language learners.

ED-523 Law & Current Issues-Special Ed.
Credits 3
Students examine teacher-made assessments including student responses, objective tests and performance assessment. Performance assessment in K-12 classrooms is a major course focus.

ED-532 Collaborative Action Research
Credits 1
This one-credit course, designed for Project TELL, will provide participants with the skills necessary to use appropriate technology in their classrooms as a tool to better serve English Language Learners of various cultures and ethnic backgrounds at all levels. This course will also enable teachers to develop mastery of the computer software and Internet resources in the Bethlehem Area School District.

ED-537 Collaborative Action Research
Credits 3
An introduction to the theory and practice of educational action research. Students identify the constituents of a research report. Students will design, conduct and report the results of an action research pilot study in classrooms with English language learners.

ED-5372 Collaborative Action Research
Credits 1
This one-credit course, designed for Project TELL, will provide participants with the skills necessary to use appropriate technology in their classrooms as a tool to better serve English Language Learners of various cultures and ethnic backgrounds at all levels. This course will also enable teachers to develop mastery of the computer software and Internet resources in the Bethlehem Area School District.

ED-5373 Collaborative Action Research
Credits 1
An introduction to the theory and practice of educational action research. Students identify the constituents of a research report. Students will design, conduct and report the results of an action research pilot study in classrooms with English language learners.

ED-535 Second Lang & Lit Acquisition
Credits 3
A course in aligning standards with curriculum, instruction and assessment for English Language Learners. Teachers discuss readings, review related research, develop performance-based instructional activities and design alternative assessments utilizing a collaborative approach.

ED-536 Using Standards & Alternative Assessment With English Language Learners
Credits 3
A course in aligning standards with curriculum, instruction and assessment for English Language Learners. Teachers discuss readings, review related research, develop performance-based instructional activities and design alternative assessments utilizing a collaborative approach.

ED-537 Collaborative Action Research
Credits 3
An introduction to the theory and practice of educational research. Students identify the constituents of a research report, compare and critique research methodologies and interpret and analyze research findings. Students also design conduct and report the results of an action research pilot study in classrooms with English language learners.

ED-5371 Collaborative Action Research
Credits 1
This course is designed to provide participants with the skills necessary to build and sustain learning communities among students and teachers.

ED-540 Brain Compatible Learning
Credits 3
Purposeful learning through Multiple Intelligences enables educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

ED-551 Applications of Math & Science
Credits 3
Purposeful learning through Multiple Intelligences enables educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

ED-552 Language Arts Instruction
Credits 3
Purposeful learning through Multiple Intelligences enables educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

ED-553 Special Education Practicum
Credits 3
Purposeful learning through Multiple Intelligences enables educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

ED-554 Related Arts for Classroom Tch
Credits 3
Purposeful learning through Multiple Intelligences enables educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

ED-555 Alternative Assessment
Credits 3
Purposeful learning through Multiple Intelligences enables educators to understand in depth the characteristics of each of the intelligences, to create diverse strategies for teaching through the intelligences, and to develop various entry points for integrating the intelligences into a school-wide program.

ED-557 Multicultural Education
Credits 3
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-562 Touching the Future
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-563 Diagnosis Exceptional Students
Credits 3
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-564 Comp Strategies That Work
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-565 The Exceptional Student
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-566 Reducing School Violence
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-567 Computer Tool Teach: Macintosh
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-568 Computer Tool Teach: Windows
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-569 Computer Tool Teach: Windows
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-570 Computer Tool Teach: Macintosh
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-571 Computer Tool Teach: Windows
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-572 Computer Tool Teach: Macintosh
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-573 Computer Tool Teach: Windows
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-574 Classroom Management
Credits 1
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.
ED-575 Credits 1
Storytelling in K-8 Classrooms

ED-576 Credits 1
Teacher Intro to Internet
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-577 Credits 1
Research Tools
A course focused on the skills necessary to prepare reports and literature reviews of published educational research. Participants learn to access and prepare reports using APA style and word processing software.

ED-578 Credits 1
Motivating Underachieving Stds
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-579 Credits 1
Enhancing Skills for Mapping
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-581 Credits 3
Folk Lit & Storytelling Teach
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-583 Credits 1
Enriching Styles for Educators

ED-584 Credits 1
Implement. Ac. Standards K-12
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-585 Credits 3
The Internet in th K-12 Class
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-586 Credits 1
Std. Secondary Science Curr.

ED-587 Credits 3
Gifted Student:Alternatives
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-588 Credits 1
Creating Interdisciplinary Units
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED-589 Credits 3
Special Topics in Education
Course offered periodically on topics of special interest.

ED-590 Credits 3
Partnering With Parents of English Language Learners
A workshop designed to acquaint students with methods of increasing parental involvement in their children's education. Students will develop activities and communication strategies that empower parents to support their children in achieving academic standards.

ED-591 Credits 3
Learning Through Content
A workshop designed to acquaint students with strategies for developing Cognitive Academic Language Proficiency with English language learners through content areas. Students adapt instructional materials through questioning techniques, constructing graphic organizers, and modifying content vocabulary. Strategies for assessing content learning are included.

ED-592 Credits 3
Independent Study

ED-593 Credits 1
Critical Issues and Research Seminar
A capstone course designed to refine and expand students' capacity for evaluating and using research to develop practical applications for critical issues related to instruction, assessment, and policy development in education. Students are required to identify a problem or issue in education and synthesize information from research to create a practical solution. Prerequisite: ED-501, ED-577 and 24 credits in program.

ED-594 Credits 3
English Content Study 7-12
This course is designed to provide in-depth understanding of

ED-595 Credits 3
Learning Through Content

ED-596 Credits 1
Research Tools

ED-597 Credits 3
Motivating Underachieving Stds

ED-598 Credits 1
Enhancing Skills for Mapping

ED-599 Credits 3
Independent Study

ED-600 Credits 3
Critical Issues and Research Seminar
A capstone course designed to refine and expand students’ capacity for evaluating and using research to develop practical applications for critical issues related to instruction, assessment, and policy development in education. Students are required to identify a problem or issue in education and synthesize information from research to create a practical solution. Prerequisite: ED-501, ED-577 and 24 credits in program.

ED-601 Credits 3
English Content Study 7-12
This course is designed to provide in-depth understanding of
ED-7006  
Curriculum Integrating of Technology  
Open to PBS eLearning students only with registration on PBS 39 eLearning for Educators website. This is an introductory course for teachers, technology specialists and curriculum specialists. Students who are middle school math teachers will explore nature of algebraic thinking in students so as to recognize and build upon opportunities to encourage development of algebraic thinking.

ED-7007  
Developing Web Enhanced Lesson  
Open to PBS eLearning students only with registration on PBS 39 eLearning for Educators website. This is an introductory course for teachers, technology specialists and curriculum specialists. Students gain hands-on experience with Hotlits, Treasure hunts, Multimedia Scrapbook and Webquests and will critique and evaluate curricula incorporating these formats.

ED-7008  
Inquiry-Based Science  
This is an introductory course for teachers, technology specialists, curriculum specialists, professional development specialists or other school personnel. In this course, participants will be exposed to many of the tools of the Read/Write Web and will get the opportunity to experiment with new tools each week. As a final product, participants will focus on how educators can help students to use these new tools safely and how to integrate the tools into the classroom to enhance student learning.

ED-7009  
Adolescent Literature  
Course for teachers, technology specialists, curriculum specialists, professional development specialists or other school personnel. In this course, participants will learn how to select literature for students of varied needs and how to improve students’ reading comprehension through questioning techniques. They will also explore a wide range of literature response strategies and techniques for assessment. As a final product, participants will create a classroom lesson based on the strategies learned in this course.

ED-7011  
Literacy in Upper Elementary Class  
This is a course for teachers, curriculum specialists, professional development specialists or other school personnel. Participants will explore how new technologies can support emerging literacy development in upper elementary classrooms using tools that can help build phonemic awareness and word recognition. Participants will also explore strategies for integrating reading and writing with meaningful project-based activities, and learn about software tools for publishing student work and creating class books. Participants will develop skills for a technology-enhanced lesson plan, and collect a number of resources for immediate classroom use.

ED-7012  
Project Based Learning  
Open to PBS students only with registration on PBS 39 eLearning for Educators website. This course is an introductory course for teachers, technology specialists and curriculum specialists. Students who are middle school math teachers will explore nature of algebraic thinking in students so as to recognize and build upon opportunities to encourage development of algebraic thinking.

ED-7013  
Improve Reader Comprehension  
Open to PBS eLearning students only with registration on PBS 39 eLearning for Educators website. This is an introductory course for teachers, technology specialists and curriculum specialists. Students explore types of comprehension difficulties and learn research-based strategies to improve vocabulary and reading comprehension through teacher modeling and enhanced monitoring skills.

ED-7014  
Patterns in Algebraic Thinking  
Open to PBS eLearning students only with registration on PBS 39 eLearning for Educators website. This is an introductory course for teachers, technology specialists and curriculum specialists. Students who are middle school math teachers will explore nature of algebraic thinking in students so as to recognize and build upon opportunities to encourage development of algebraic thinking.

ED-7015  
Instructional Coaching II  
The academy sessions focus on definitions and descriptions of coaching process, formats for coaching and frameworks for organizing coaching activities. The sessions will take place over a full academic year and will focus on data analysis data driven decision making, study teams and groups, demonstration lessons and follow-up discussion. Students will learn communication strategies to support teachers as they acquire coaching skills and data-driven planning. Each session will also include a networking activity for resource and continued learning. Students unable to earn credit for attendance during K-12 school day will be provided additional assignments related to content to allow equivalent course work outside of work day.

ED-7016  
Instructional Coaching Academy  
The academy will focus on definitions and descriptions of coaching process, formats for coaching and frameworks for organizing coaching activities. The sessions will take place over a full academic year and will focus on data analysis data driven decision making, study teams and groups, demonstration lessons and follow-up discussion. Students will learn communication strategies to support teachers as they acquire coaching skills and data-driven planning. Each session will also include a networking activity for resource and continued learning. Students unable to earn credit for attendance during K-12 school day will be provided additional assignments related to content to allow equivalent course work outside of work day.

ED-7017  
Best Practices in Education  
This course provides the prospective educator with an understanding of research-based strategies for assuring equal educational opportunity for all students. Focus is on the instructional environment, teaching strategies and differentiation of instruction, motivation, classroom management, and assessment and evaluation. The reflective practitioner model is also introduced.

ED-7018  
Teaching Literacy Standards K-3  
This course is designed to provide prospective teachers with ability to use theory and research related to Pennsylvania standards for reading, writing, speaking, and listening. Strategies for fostering emergent and developmental literacy using the “balanced reading model” will be emphasized. Prospective teachers are introduced to technology as a tool for meeting literacy standards.
EE-514  Credits 3  
Teaching Literacy Standards 4-6
This course provides prospective teachers with the ability to implement and assess literacy learning experiences grounded in PA Standards for students in grades 4-6. Emphasis is on strategies for developing reading comprehension, reader-response theory, critical thinking, media and critical literacy. Strategies for identification and remediation of reading difficulties will be introduced. 
Prerequisite: ED-500

EE-515  Credits 3  
Teaching Social Studies Standards
This course introduces prospective elementary teachers to use major theoretical models and current research related to Pennsylvania standards in citizenship education and social sciences as a foundation for social studies instruction. Strategies for fostering development of informed, rational, and culturally responsive citizens will be emphasized.

EE-536  Credits 3  
Teaching Science & Technology Standards
This course introduces prospective elementary teachers to use major theoretical models and current research related to Pennsylvania standards in science and technology as a foundation for science instruction. Strategies for fostering development of children to learn processes and concepts of science will be emphasized. Prospective teachers learn to use technology as a tool for meeting science standards. 
Prerequisite: ED-500

EE-543  Credits 3  
Teaching the Arts Standards K-6
Research and best practices related to principles, skills, materials, technology, and methods involved in using the creative arts (visual art, movement, drama, and poetry) to help elementary school children learn and interpret the world around them. Prospective teachers use creative arts to develop multiple perspectives on the learning of science, mathematics, social studies, and language arts.

EE-546  Credits 3  
Teaching Math Standards K-6
This course provides training in the application of current teaching methods to the elementary school mathematics curriculum and standards. Students will learn how mathematics objectives, learning theories, and student evaluation suggest different instructional methodologies. 
Prerequisite: ED-500

EE-548  Credits 1  
Teaching Health, Safety & Physical Education Standards
This course prepares elementary classroom teachers to develop competencies in the Health, Safety and Physical Education Standards into their daily classroom learning experiences. Special emphasis is placed on research and practices related to nutrition and the wellness instruction. 
Prerequisite: ED-500

EE-598  Credits 3  
Elementary Education Practicum
Course provides practicum experience for students holding PA instructional certification and desiring additional certification in Elementary Education. Students will teach under cooperating teacher 14 days during the semester in an elementary education classroom. Seminars are held weekly and the experience is conducted under the direction of a University supervisor conducting on-site observations. A fee of $300 is required.

EE-600  Credits 3  
Capstone Project: Elementary Education
The capstone project in the Master of Education in Academic Standards K-6 w/ Elementary Education and Academic Standards and Reform Programs. The student and instructor design the project. A prospectus of the proposed independent research must be approved at least one month prior to registration. This course must be approved by the program coordinator.

**SPECIAL EDUCATION PROGRAM**

SE-502  Credits 3  
Learning and Behavior Challenges
Students examine and analyze the theories and practice in psychoeducational diagnosis and remediation of children’s learning disabilities. The areas of perception, cognition, language, and motivation will be explored in relation to school subject matter and classroom performance.

SE-504  Credits 3  
Moderate & Severe Disabilities
Explores the principles about teaching students with severe disabilities, including inclusive schools, school teaming, functional instruction, and individualized programs. Students examine the importance of students’ membership, belonging, and skill development within a community of learners to achieve fullest potential. 
Prerequisite: ED-500

SE-508  Credits 3  
Collaboration & Consultation
Examination of issues relevant to collaboration within inclusive school settings. Students study the benefits related to building collaborative relationships with families, professionals, and other school personnel. Regarding to consultation, collaboration, and teamwork as the key elements in effective education environments for the 21st century.

SE-510  Credits 3  
Special Education Law
Law, rules, regulations, and critical issues facing special education personnel and students. Topics include teaching methods, student placements, and laws that affect teachers with special needs students in their classrooms and transition from school to work. 
Prerequisite: ED-500

SE-512  Credits 3  
Integration of Technology
An examination of how technology can be used to enhance the special education curriculum. Topics include the use of the computer as a learning tool and the role of the teacher in conceptualizing the use of the computer and other technology to further instructional and curricular objectives. 
Prerequisite: ED-500

SE-514  Credits 3  
Instructional Adaptations and Modification
Emphasizes inclusive teaching with strategies and lesson plans for inclusive K-12 classrooms across content areas. Students learn to create environments where instruction is truly individualized to meet needs of all students facing challenges to learning. Students are required to identify and observe an inclusive classroom for a total of 12 hours.

SE-518  Credits 3  
Positive Behavior Management
Students will examine and analyze school-based interventions in the context of multiple positives behavior support. Emphasis on interventions that reduce the number of students with more significant and complex behavior problems. Students are required to identify and observe a student in a classroom for a total of five hours. 
Prerequisite: ED-500

SE-520  Credits 1  
Special Education Transition
Participants will explore the theories, legislation, and practices used to facilitate the transition of students with disabilities from school to work. The course will focus on all aspects of an individual’s life, including career, recreation/leisure, social, and residential. Current practices within the area of transition will be presented as the basis for classroom/school applications.

SE-590  Credits 1  
Autistic Spectrum Disorders in the General Education Setting
An introduction to Asperger’s Syndrome, an autistic spectrum disorder which is often characterized by severe communicative deficits. Such subjects include a lack of use and reciprocity of non-verbal communications, impaired two-way interactions and inability to understand the rules of social behavior. This course will provide helpful tips, resources and strategies for classroom
An introduction to the theory and practice of educational research. Students identify the constituents of a research report, compare and critique research methodologies, and interpret and analyze research findings. Students also design, conduct, and report the results of an action research pilot study in classrooms with English Language Learners. Prerequisite: ES-535, ES-536 and ES-595

ES-540
Linguistics
An overview of linguistics, beginning with current understandings of the nature of language, including morphology, syntax, semantics, phonetics, and moving onto exploration of language in its social contexts, that is, to historical and comparative linguistics and to sociolinguistics. Emphasis is on the linguistic understandings necessary in secondary English classrooms. Assignments include readings, technical exercises, mini-lessons, and brief essays.

ES-545
Multicultural Community Development
An introduction to the knowledge, skills and practical techniques for building cross-cultural communities. The focus is on intercultural awareness issues, collaborations, communications, cultural sensitivity and conflict resolution.

ES-594
Technology and English Language Learners
An introduction to a variety of computer applications and Internet resources appropriate for use with English language learners. This workshop highlights different strategies with regard to the integration of technology in the classroom. Students examine various internet sites for research and demonstration purposes.

ES-595
Linking Language Acquisition and Content
A course designed to acquaint students with strategies for developing cognitive academic language proficiency with English language learners through the content areas. Students adapt instructional materials through questioning techniques, constructing graphic organizers, and modifying content vocabulary. Strategies for assessing content are included. Prerequisite: ES-535

ES-596
Dev & Admin of Prog for Ell
Provides an examination of TESOL program administration issues including the law, best practices, curriculum design and program evaluation. The class will stress the various roles of a program administrator: leader, curriculum specialist, advocate, organizer and visionary.
CE-545 Credits 3
Research in Instructional Technology
A study of current issues and research in instructional technology as they apply to K-12 education. Research on emerging technologies and technology management is emphasized.
Prerequisite: CE-500, ED-577 & ED-501

CE-550 Credits 3
Multimedia Classroom Applications
The design of multimedia projects that enhance learning in K-12 classrooms. Students work with several multimedia programs, and learn to use digital cameras, camcorders, scanners, and other resources in creating multimedia classroom projects. Included are studies of curriculum theory as they apply to learning with technology. Online meetings will be held and requires use of headset and microphone. Additional online meetings may be scheduled throughout the semester.

CE-553 Credits 3
Web Design for Educators
Web design and authoring in educational settings. Students use preferred software to manipulate text graphics, sounds, animated objects, and video to author web-related products. Emphasis is on research based design theory and strategies and best practices for construction of web pages for classroom settings. Online meetings will be held in a web conference environment and require use of headset with microphone. Additional online meetings may be scheduled throughout the semester.
Prerequisite: CE-500

CE-555 Credits 3
Management of Technology Resources
An examination of technology management issues at the building, district, and institutional levels. Explore the evaluation of district technology plans, leadership techniques, curriculum review and development, the role of the Technology Coordinator, and the management of professional development as it relates to technology. Mandatory initial and final online meetings will be held and require use of headset with microphone. Additional online meetings may be scheduled throughout the semester.
Prerequisite: CE-500

CE-556 Credits 3
Distance & Emerging Technology
Explores the issues, challenges and best practices of distance learning in K-12 including courses taught as asynchronous online, blends of asynchronous and synchronous online components and hybrid courses. An overview of the technologies used and those emerging as advanced technologies for teaching both at a distance and in traditional classroom settings.
Prerequisite: CE-500

CE-590 Credits 1
Special Topics: Computers in Ed
Prerequisite: CE-500

CE-599 Credits 3
Instructional Technology Specialist Practicum
Supervised field experience of ninety hours in a K-12 instructional technology setting. Students are matched with technology coordinators in local school districts where they assist with technology management, technology planning, and staff training. A fee of $300 is required.
Prerequisite: CE-500

CE-600 Credits 3
Capstone Project: Technology in Ed.
The capstone project in the Master of Education in Technology K-12 program. The student and instructor design the project. This course must be approved by the program coordinator.

CE-6000 Credits 1
Word for Teachers

CE-6002 Credits 1
Excel for Teachers

CE-6004 Credits 1
Web Basics

CE-6006 Credits 1
Online Resources Elem Teachers

CE-6008 Credits 1
Using Web Instructional Strat

CE-6010 Credits 1
Web Work for Your Curriculum

CE-6012 Credits 1
Integ Tech in Science Classrms

CE-610 Credits 1
Digital Media in Education
This course provides an introduction to digital media and its use in education. The basics of digital media hardware and software, as well as tools and techniques for working with digital media will be explored. Digital media application will be reviewed and issues related to the use of digital media in the classroom will be discussed.
MASTER OF SCIENCE IN INFORMATION SYSTEMS
Fr. Peter J. Leonard, OSFS, Ph.D., Acting Director
Contact: Caryn Stopper, Director of Graduate Admissions
610.282.1100, ext. 1768
caryn@stopper@desales.edu
Information Technology professionals must understand a wide variety of technologies, institutional goals, and philosophies.

Mission Statement
The mission of the DeSales University Masters of Science in Information Systems program is to prepare the future leaders in Information Systems by providing relevant education that is adaptable to dynamic market requirements and anchored in the philosophy of Christian Humanism.

Learning Outcomes
Students upon graduation should demonstrate:
• a breadth and depth of knowledge in advanced information systems topics, critical thinking and analysis.
• a proficiency in the use of advanced technologies appropriate to the field of information science.
• an understanding and respect for information systems and its relationship to other disciplines.
• the ability to communicate oral and written information systems concepts on an expert level.
• the capability to use the information science methodologies to solve problems in real-world scenarios.
• a mindful awareness and practice of ethical, moral and social uses of technology.
• preparedness for an industry position in information systems.

Admission Requirements
Requirements for admission to the M.S.I.S. program are:
1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution
2. An undergraduate GPA of at least 3.0.
3. Background or interest in information technology.
4. Evidence of potential for successful graduate work. Such evidence may consist of a letter summarizing career goals.

The Admission and Academic Policies Committee may admit an applicant whose undergraduate GPA is less than 3.0. Such applicants must submit the M.S.I.S. application form, and must pay the non-refundable application fee and full tuition.

Provisional Student Category
Depending on their status, students are assigned to one of the following categories:

Regular Student Category
Upon satisfactorily completing the foundation courses, the student's status will be changed to regular student.

Special Student Category
A qualified applicant may be permitted to enroll in courses without completing all admission requirements as a special student. The special student status does not necessarily guarantee official admission to the program.

Auditing Student Category
The program director may permit qualified applicants to audit elected courses. Such applicants must submit the M.S.I.S. application form, and must pay the non-refundable application fee and full tuition.

Application Procedure
Application forms may be obtained from the program director or on-line. Interested students are encouraged to discuss their background with the Program Director before submitting their application for admission.

Application for admission will be considered after the student has met the following categories:

Student Categories

Academic Schedule
The Academic Year of the M.S.I.S. program consists of four sessions:

Winter (12 weeks) early Jan. - late March
Spring (12 weeks) early April - late June
Summer (6 weeks) early July - mid Aug.
Fall (12 weeks) late Aug. - early Dec.

The Academic Calendar can be found at www.desales.edu.

Auditing Student Category
The program director may permit qualified applicants to audit elected courses. Such applicants must submit the M.S.I.S. application form, and must pay the non-refundable application fee and full tuition.

Application Procedure
Application forms may be obtained from the program director or on-line. Interested students are encouraged to discuss their background with the Program Director before submitting their application for admission.

Application for admission will be considered after the student has submitted:

1. A completed application form.
2. A resume.
3. Three letters of recommendation.
4. Official transcripts of all undergraduate and graduate work.
5. GRE (Graduate Record Examination) or GMAT (Graduate Management Admissions Test) scores if
applicable.

6. A non-refundable application fee.

When these materials are received, the applicant may be interviewed by a member of the IS Admissions and Academic Policies Committee. During the interview, discussion points include
- factors in the applicant’s background to justify the desire to pursue the M.S.I.S. degree,
- aptitude for graduate study,
- commitment to the ideals associated with the IS profession, and
- plans for completion of the program.

All admissions and admission related matters must be approved by the IS Admissions and Academic Policies Committee. Applicants will be notified at the earliest possible date about their admissions status.

Transfer Policy
Regular students may transfer six graduate credits to the program. Transfer credits must have been obtained at an accredited institution, must be compatible with the program and the student’s interest, and must be approved by the program director. The dean of graduate education must approve additional transfer credits upon the recommendation of the program director and the Admissions and Academic Policies Committee.

Registration
Registration for a session normally takes place during the month before the first class meeting. The advisor of the student must approve registration. The University reserves the right to cancel a course for which there is insufficient registration.

Tuition and Fees
Tuition and fees are available at www.desales.edu.

Refund Amount
Withdrawal after 1st class: 80% of tuition refunded
Withdrawal after 2nd class: 65% of tuition refunded
Withdrawal after 3rd class: 50% of tuition refunded
Withdrawal after 4th class: 25% of tuition refunded
Withdrawal after 5th class: No refund

Graduation Requirements
The Master of Science degree will be awarded to candidates who have satisfied the following requirements:
- The completion of a minimum of 45 credits of course work with a GPA of at least 3.0. An appropriate thesis may be used to satisfy a maximum of 6 credits.
- The passing of a comprehensive examination, which is administered by a committee. The examination may be taken after the student has completed the Specialty Course requirements.

Professional Experience
Participation in a curricular training program through a local cooperative institution may be required if the candidate lacks professional experience.

PROGRAM OF STUDY
The program of study consists of the following components:
- Foundation Courses: 15 credits
- Specialty Courses: 15 credits
- Electives: 12 credits
- Capstone: 3 credits
- Total: 45 credits

Foundation Courses
The purpose of the foundation course requirement is to build the student’s analytical capabilities as well as to introduce advanced technical and societal concepts.

All candidates are required to complete the 15 credit foundation requirement. The M.S.I.S. Admissions and Academic Policies Committee may waive a certain foundation course for the student who can demonstrate recent (not more than five years old) equivalent course work and experience in the subject matter by taking an examination. No more than three foundation courses may be waived.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 501</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>IT 502</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>IT 503</td>
<td>Application Programming</td>
<td>3</td>
</tr>
<tr>
<td>IT 504</td>
<td>Application Development</td>
<td>3</td>
</tr>
<tr>
<td>IT 505</td>
<td>Object Oriented Languages</td>
<td>3</td>
</tr>
<tr>
<td>IT 506</td>
<td>Business Computing</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialty Courses
The Specialty Course requirement provides opportunity for learning advanced technological and business application concepts. All candidates are required to complete 15 credits toward satisfying the specialty requirement.

Depending upon their interest students may complete the specialty requirement in some area such as web development, communications, or system development. The specific option is jointly designed by the student and his/her academic advisor.

Elective Courses
The 12 credit elective course requirement is designed to further enhance the career goal or the interest of the candidate.

Capstone Courses
The Capstone Course requirement is a demonstration of the student’s ability to do comprehensive and independent work by selecting and completing a project or design. Alternatively, the student may elect to do an independent thesis on some contemporary research topic. Such thesis may cover 3 or 6 credit hours. In the latter case the number of electives will be reduced to 3 courses.

Course Descriptions
The following class list was pulled from WebAdvisor on June 27, 2011. For the most current class listing, visit WebAdvisor.

IT-501
Computer Architecture
An overview of computer systems organization, logic, microarchitecture, macroarchitecture, data flow, operating systems, and assembly languages. Hardware and system software concepts will be discussed as they relate to systems analysis, systems design, and the development of application software.

IT-502
Discrete Structures
Concepts of discrete mathematics and algorithmic design, and analysis of algorithms. Basic data structures. Introduction to graph theory.

IT-503
Application Programming
IT-504
Application Development
The organization, structure, and logic of application programs. Graphics programming, GUI, events and exceptions. Using a Java platform is emphasized.

IT-505
Object Oriented Languages
Object oriented program design and programming. Participants will develop moderate sized C++ programs in a Unix environment.

Prerequisite: IT-507

IT-506
Business Computing
The use of information technology in the solution of business problems. Through the application of an integrated platform results instead of features are emphasized. The course is designed for professionals who need exposure and understanding in the
use of technology.

**IT-507 Object Oriented Programming**  
Credits 3  
An introduction to object oriented programming theories and techniques using a high level language (C++).

**IT-508 Internet Programming**  
Credits 3  

**IT-511 Data Management**  
Credits 3  
The role of data management systems in information systems design. Database design techniques, Relational database design.  
Prerequisite: IT-511

**IT-528 Wireless Technologies**  
Credits 3  
Introduction to the fundamental technologies of wireless networks and applications.

**IT-531 Information Systems Planning**  
Credits 3  
Operational, contingency, disaster, and facility planning of information systems. Strategic systems evaluation and planning. The role of CIO Information center concepts.

**IT-532 Systems Analysis**  
Credits 3  
Addresses fundamental concepts of requirements specification, requirements analysis, and the early stages of systems design. Topics include systems, events, objects, classes, inheritance, associations, and models. Requirements specification covers use cases, usage scenarios, interaction diagrams, and models. Requirements analysis includes event stimuli, business rules, event responses, system context models, domain object models, and objects state transition diagrams. Early system design includes mapping essential events into practical events and mapping domain object models into design object models.

**IT-533 Software Architecture**  
Credits 3  
Software systems principles that balance the issues between technical and organizational requirements. Participants will design and build a system using the .net framework. Understanding of object oriented concepts and programming as well as fundamentals of relational data bases are essential to the successful completion of the course.

**IT-536 Software Engineering**  
Credits 3  
A review of software engineering concepts, configuration control, reverse engineering, and maintenance issues. Total software development environment. Software engineering tools.

**IT-537 Software Engineering II**  
Credits 3  
Prerequisite: IT-536

**IT-538 IT Project Management**  
Credits 3  
Introduction to the principles and tools to control cost and schedule of IT Project.
Script, CGI Pearl, servlets will be discussed.

**IT-567  
Web Engineering II**  
The continuation of web application engineering. The course will cover the issues involving the server and the database side of the web.  
**Prerequisite:** IT-566

**IT-570  
Web Design**  
The course is an introduction to web design and design technologies. Topics include planning, content, and structure of web pages. Markup language such as HTML, Javascript, and XML will be covered. Elements of graphics and multimedia will also be included.

**IT-571  
PDA Development**  
Development, design and programming of mobile devices commonly referred to as PDAs in a Palm OS environment. Emphasis is on user interface development and the tools used in such development.  
**Prerequisite:** IT-507

**IT-572  
IT Forensics**  
The application of IT to collect legal evidence. Discovering and retrieving deleted, encrypted or damaged files.

**IT-580  
Introduction to Healthcare Information Technologies**  
The concept of IT as an enabler to support administrative and clinical processes are defined and assessed. Selection, implementation and evaluation of key IT solutions are described. Current issues, future uses, and trends in biotechnology, genomics, medical informatics and clinical information systems are reviewed and discussed.

**IT-599  
Master Thesis**
Graduate Programs in Nursing (M.S.N)

GRADUATE PROGRAMS IN NURSING
Dr. Carol Gullo Mest, Director
610.282.1100, ext. 1394
carol.mest@desales.edu

The programs prepare nurses to function as collaborative colleagues in health care planning, in policy decision making, and in implementing and directing care.

Mission Statement
The mission of the Department of Nursing and Health at DeSales University is to impart contemporary education in the art and science of nursing. Consistent with the tenets of Christian humanism, graduates are prepared to provide safe, effective, holistic, and evidence-based care. Graduates recognize their clients, families, and communities as culturally unique and complex systems encompassing the mind, body and spirit. Through proficiency in technology and exposure to a variety of clinical practice settings, graduates will meet the demands of today's dynamic health care system. Graduates are qualified to embark on future academic endeavors, demonstrate an appreciation of lifelong learning, and are prepared for leadership roles in the overall advancement of the profession.

The Department of Nursing and Health offers the following programs:

- Adult Acute Care Clinical Nurse Specialist (CNS)
- Family Nurse Practitioner (FNP)
- Nurse Educator
- Dual M.S.N./M.B.A. Degree
- Post M.S.N. program leading to a Family Nurse Practitioner Certificate (FNPC), Nurse Educator Certificate, and Adult Acute Care Clinical Nurse Specialist.
- Post-certificate M.S.N. completion program for Certified Nurse Midwives, Certified Registered Nurse Practitioners, and Certified Registered Nurse Anesthetists
- RN-M.S.N. program

The Master of Science in Nursing (M.S.N.) program is accredited by the National League for Nursing Accrediting Commission (NLNAC). Verification of accreditation status may be obtained from:

NLNAC
61 Broadway, 33rd Floor
New York, NY 10006
1.800.669.1656, ext. 153

Learning Outcomes
The graduate programs in nursing focus on preparing professional nurses as collaborative colleagues in delivering, planning, policy making, and directing of health care. Students will gain an advanced core of knowledge in the areas of primary, secondary, and tertiary care, as well as in health care administration.

The M.S.N. program prepares graduates who:

1. Exemplify Christian humanism through valuing and facilitating full human development via partnerships with individuals, families, communities, and populations.
2. Integrate the use of technology and information systems in the delivery of health services.
3. Provide culturally competent nursing care to individuals, families, and communities with diverse backgrounds and needs.
4. Participate in the development of new knowledge in nursing and health services through education, practice and research.
5. Implement effective communication strategies to meet the unique needs of individuals, families, communities and populations.
6. Provide leadership in formulating clinical, administrative, or policy decisions to promote health.
7. Synthesize seminal theoretical concepts and research findings into evidence based health services.
8. Apply advanced concepts of leadership and advocacy to influence policy makers, health systems, and consumers in order to effect positive changes in health services.
9. Promulgate optimal health outcomes through collaboration with health care providers, consumers and other systems.

Upon successful completion of the program of study, students are eligible to become certified in their specialty area through examinations offered by the American Nurses Credentialing Center and/or the American Academy of Nurse Practitioners.

Admission Requirements, M.S.N. Programs
Requirements for admission to the M.S.N. program are:

1. A Bachelor of Science in Nursing (B.S.N. degree from a NLNAC or CCNE accredited college or university).
2. A cumulative undergraduate GPA of at least 3.0 (“B”) is ordinarily required.
3. Successful performance on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) taken within the past five years.
4. An active registered nurse license in the Commonwealth of Pennsylvania.
5. A minimum of one-year experience as a practicing nurse within the past five years.
6. Evidence of having completed a basic physical assessment course or its equivalent.
7. Evidence of having completed a basic statistics course within the past seven years with a minimum grade of “C”. The statistics course should be equivalent to MA111, Probability and Statistics, offered by the University. This course is described in the University’s Undergraduate Catalog.
8. Evidence of basic computer literacy including word-processing, database software, and use of the Internet.

Admission Requirements, Post-Master’s Certificates
Requirements for admission to a Post-Master’s Certificate program consist of:

1. Meeting all admission requirements to the M.S.N. program.
2. Official documentation of the completion of a M.S.N. or its equivalent from a NLNAC or CCNE accredited institution.
3. Minimum of one-year experience as a practicing licensed registered nurse within the past two years.

Graduate courses taken at other institutions may be applied toward satisfying the certificate requirements. These courses may include:

- Pathophysiology
- Nursing Theories
- Research
- Christian Ethics in Practice
- Epidemiology and Biostatistics

All other program requirements must be met through course work taken at the University.

Admission Requirements–Post-certificate M.S.N. completion program for Certified Nurse Midwives, Certified Registered Nurse Practitioners and Certified Registered Nurse Anesthetists
Requirements for admission to the M.S.N. Completion program consist of:

1. B.S.N. from an NLNAC or CCNE accredited program.
2. Meeting all admission requirements to the M.S.N. program.
3. Submitting official documentation of a national midwifery,
Admission Requirements, RN-M.S.N. Program
Requirements for admission to the RN-M.S.N. program consist of:

1. Fulfilling all of the requirements for admissions to the B.S.N. program (see Undergraduate Catalog).
2. A cumulative GPA of at least 3.0 ("B") in all post-high school coursework.
3. An active registered nurse license in the Commonwealth of Pennsylvania.
4. A minimum of one-year experience as a practicing nurse within the past five years.
5. Satisfactory performance on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) taken within the past five years.
6. Evidence of having completed a basic statistics course with a minimum grade of "C". The statistics course should be equivalent to MA111, Probability and Statistics, offered by the University and described in the Undergraduate Catalog.
7. Evidence of basic computer literacy including word processing, database software, and use of the Internet.
8. Interview with at least one Department of Nursing faculty member.

Admission Requirements, M.S.N./M.B.A. Program
Admission requirements to the M.S.N./M.B.A. program consist of:

1. Meeting the admissions requirements to the M.S.N. program.
2. Meeting the admissions requirements to the M.B.A. program.
3. Completing the necessary forms for application to both the M.S.N. program and the M.B.A. program, and forwarding all materials to the Department of Nursing and Health.

Application Procedure
The recommended way to apply is via the online application located at https://admissions.desales.edu/graduate/applying/apply-online. A complete application consists of:

1. An application form accompanied by a non-refundable application fee.
2. An essay describing the applicant's professional and personal goals, including how the applicant plans to meet those goals through graduate study.
3. Official transcripts from all undergraduate and graduate schools attended.
4. Official copy of the results of the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) taken within the past five years. Exceptional students may request a waiver of the GRE/MAT application requirement. Students will be considered for the waiver if they demonstrate:
   - an undergraduate GPA of 3.33 or higher,
   - "highly recommended" ratings from at least two out of three references, and
   - a well-written essay delineating their goals for graduate education.

The request must be in writing to the director of graduate nursing programs; approval or denial of the waiver will be determined by the Admissions and Progression Committee.

Three letters of reference. One letter must be from the applicant's present employer. Other letters should be from persons who have known the applicant in a professional capacity and can attest to the applicant's scholastic aptitude and clinical practice.

Select applicants will have an interview with a member of the graduate nursing faculty. The Admissions and Progression Committee will review all applications.

Individuals who are undecided about seeking admission are permitted to enroll in one graduate level core course without completing all admission requirements. All admission requirements must be completed before enrollment in subsequent courses. All written exception requests submitted to the director of graduate nursing programs will be considered by the Admissions and Progression Committee.

Re-Application Procedures
A student whose application is not approved by the Admissions and Progression Committee may reapply to the M.S.N. program. A new application packet must be submitted as outlined in the “Application Procedure”. It is the applicant's responsibility to include additional elements that may strengthen his/her portfolio. An applicant may elect to take an M.S.N. core course with special student status, in order to demonstrate ability to perform graduate level work. Successful completion of the course does not guarantee future admission to the M.S.N. program.

Student Categories
Applicants are admitted to the M.S.N. program in one of the following categories:

Full Acceptance
The student has satisfactorily met all admission and application requirements.

Provisional Acceptance
The student may need to fulfill either a single admission requirement or additional requirements set forth by the Admissions and Progression Committee. The student will be eligible for full acceptance when all requirements have been met. Provisionally accepted M.S.N. students may take one M.S.N. course while on provisional status. The student must gain full-acceptance status before taking subsequent M.S.N. courses. Provisionally accepted RN-M.S.N. students must gain full-acceptance status within six (6) months following the date of provisional acceptance. If this requirement is not met the student will automatically be reclassified as an RN-BSN student subject to progression and policies outlined in the Undergraduate Catalog.

Special Student
The student has not formally applied to the M.S.N. program, and is normally permitted to petition the director of graduate nursing programs to take one graduate level course as a special student. The completion of this course does not imply or guarantee acceptance into the M.S.N. program. Special students who do not intend on applying to the DeSales M.S.N. program and who wish to transfer a DeSales M.S.N. course to another university must provide evidence from the student's home university that the selected course is transferrable.

Students accepted into the M.S.N. program must complete FBI Fingerprinting, Criminal, and Child Abuse clearances; instructions are available in the Department of Nursing and Health. Students are responsible for the payment of fees associated with processing of these forms.

General Progression Policies
These policies are applicable to all students admitted to and enrolled in graduate courses.

Academic Standing
Students must attain a minimum of “C+” in all M.S.N. core and M.B.A. foundation courses. These courses include NU 512, NU 514, PD 505, and CR 508.

Students must attain a minimum grade of “B” in all clinical, specialty, and advanced core courses. These courses include NU 505, NU 602, NU 604, NU 605, NU 606, NU 624, NU 630, HC 506, HC 507, NU 700, NU 701, NU 702, NU 707, NU 709, NU 716, NU 718, NU 720, NU 721-725, NU 730 and NU 732.

Students in the M.S.N. programs may receive no more than 2 grades at the “B-“ level. Students must achieve a minimum grade of “B” in CR 510, Policy and Strategy. M.S.N. students must also maintain a GPA of 3.0.

Students who do not attain the minimum course grade must repeat the course. A student's second failure will result in dismissal from the program.
Only one course may be repeated due to failure based on the above criteria; failure of a second course will result in dismissal from the program.

Students whose GPA falls below 3.0 will be placed on academic probation (see the Graduate Catalog for probation policies). A student may be placed on academic probation only once. Academic probation for a second time results in dismissal from the program.

Students must pass both the theory and clinical portions in order to pass the course. Failure in either the clinical or theory component results in a failure for the entire course.

Students are expected to continuously enroll in courses according to their curriculum plan. Students who have not taken a class during a calendar year are considered withdrawn from the M.S.N. program. If the student decides in the future to return to complete the M.S.N. degree, he or she will need to reapply to the program.

Health Requirements
No student may enter the clinical area unless his/her health documentation is complete and on file in the Department of Nursing and Health. This includes any criminal clearances and drug testing mandated by clinical agencies. Students may not attend any lecture/seminar associated with the clinical course until the health requirements are complete.

Leave of Absence
Students who have matriculated into the M.S.N. program may request a leave of absence (LOA) for personal, financial, family, or other reasons. A LOA may be granted only once throughout the program, and may not exceed 12 months.

Students requesting a LOA must put their request in writing to the director of graduate nursing programs.

The request must include the student’s plan for completion of the M.S.N. after the LOA. LOA requests are considered jointly among the director of graduate nursing programs, the department chairperson, and the student’s advisor.

Students who do not register for a course by the LOA end date will be considered withdrawn from the program and must reapply for admission.

Grading Policies
The following grading scale is used in all M.S.N. courses:

- A 94 - 100
- A− 90 – 93.99
- B+ 87 – 89.99
- B 83 – 86.99
- B− 80 – 82.99
- C+ 77 – 79.99
- C 73 – 76.99
- C− 70 – 72.99
- D+ 67 – 69.99
- D 63 – 66.99
- D− 60 – 62.99
- F less than or equal to 76.99

I – Incomplete: this grade is given only when the student, through no fault of his/her own, is unable to complete course requirements within the regular time. The limit for the make-up of an incomplete grade is six months after the last class day of the course. It is the student’s responsibility to arrange completion of course requirements with the instructor.

Academic Schedule
The graduate programs are designed for nurses wishing to engage in either part-time or full-time study. Courses are offered in the Fall, Winter, Spring, and Summer semesters. Scheduling of courses is planned to meet the needs of nurses who are employed full-time. Most courses are held during the evening. Courses meet during the Fall, Winter, and Spring semesters typically one evening per week from 5:00 to 8:50 p.m. The six-week Summer semester classes meet twice per week from 5:00 to 8:50 p.m.

The Academic Calendar may be found at www.desales.edu.

The Department of Nursing and Health reserves the right to cancel courses for insufficient enrollment. A minimum number of registrants is generally six students.

Student Status
For the purpose of defining student status, the calendar year (January 1 – December 31) is divided into two terms: Term 1 runs from January 1 to June 30 (Winter and Spring sessions), and Term 2 runs from July 1 to December 31 (Summer and Fall sessions).

A full-time student is one who carries at least nine (9) credits in a given term. A half-time student is one who carries at least six (6) credits in a given term. A less than half-time student is one who carries less than six (6) credits in a given term.

International Student Status
In addition to the criteria described in the Academic Regulations section, an international student (F-1 visa) needs to

- maintain full-time student status,
- carry at least one classroom-based course in each semester, and
- take no more than one distance-education course in each semester.

Registration and Advising Policies
Students should meet with their academic advisor immediately upon acceptance into the M.S.N. program. During this meeting the student must commit to either a part-time or full-time plan of study and jointly develop a curriculum plan to guide the student’s progress through the program. The curriculum plan includes anticipated dates for taking the required courses and for graduating. Students may not register for a course until the curriculum plan is in place. The original curriculum plan may be amended, depending upon course availability; however, there is no guarantee that changes will meet the student’s timeline for program completion.

Students who wish to alter a program plan, take a LOA, or change their part-time or full-time student status must petition the director of graduate nursing programs.

The registration process is conducted online using WebAdvisor (accessible at www.desales.edu/technology). Registration for classes generally begins six to eight weeks before the first class meeting. Students registering for their first course must do so through the Department of Nursing and Health. Courses are to be approved by the student’s academic advisor.

The University reserves the right to limit enrollment or cancel a class if enrollment is not sufficient.

Tuition and Fees
Tuition and fees are available at www.desales.edu.

Refund Amount
The refund policy is based upon the number of classes held up to the date of withdrawal.

Withdrawal after 1st class: 80% of tuition refunded
Withdrawal after 2nd class: 65% of tuition refunded
Withdrawal after 3rd class: 50% of tuition refunded
Withdrawal after 4th class: 25% of tuition refunded
Withdrawal after 5th class: No refund

Transfer Policy
Ordinarily, written approval must be provided by the director of graduate nursing programs before taking and transferring courses from another institution. The M.S.N. program will generally accept up to six (6) transfer credits or two (2) courses into the declared M.S.N. track based upon the following criteria:

1. Course work must have been completed within five (5) years before admission to the M.S.N. program.
2. Courses transferred must be similar in scope and subject matter to courses offered in the M.S.N. program. The student must provide a course syllabus and topical outline for any courses requested for transfer.
3. Only courses from an NLNAC or CCNE accredited college or university will be accepted for transfer.
4. Grades for transfer courses must be a “B” or higher.
5. All transfer credits must be approved by the director of graduate nursing programs.
6. Transfer credits are not calculated into the cumulative
GPA that the student receives while a student at DeSales University.

An exception is made for credit transfer in the RN-M.S.N., post-masters, and M.S.N. completion options (see specific program policies). All requests for acceptance of transfer of credits must be made through the student’s advisor, and approved by the director of graduate nursing programs. Official course transcripts must accompany the request for transfer of credit. In addition, a course description and syllabus is required.

Matriculation
A student is considered matriculated once they have been accepted into the program and have successfully completed their first course.

Clinical Requirements
The following documentation of reasonably good health and disease prophylaxis is to be submitted to the Department of Nursing and Health at least one month before registering for clinical courses.

1. Complete physical examination, including specified laboratory results (form provided by the Department of Nursing and Health).
2. Current immunizations for poliomyelitis, measles, mumps, rubella, tetanus and pertussis (must be within the last ten years), and diphtheria.
3. Varicella (if unable to provide documentation of having had the disease), rubella, rubedia, and Hepatitis B antibody titers.
5. Tuberculosis test

The above documentation must be up to date at all times throughout the completion of the program. In addition, a current copy of the student's Pennsylvania registered nurse license, copy of CPR certification, proof of professional liability insurance, criminal, fingerprinting, child abuse, and drug testing clearances (Certified Background Check forms are provided by the Department of Nursing and Health), must be on file in the Department of Nursing and Health. It is the student's responsibility to submit updated forms and certifications as renewals are received. Students may not participate in a clinical course if the above documentation is incomplete. The student must meet any additional health documentation or certification requirements as set forth by the clinical agencies. The cost of examinations and other requirements is the responsibility of the student.

Graduation Requirements
The M.S.N. degree is awarded to candidates who have satisfied the following requirements:

1. Completion of the approved course of graduate study.
2. A GPA of at least 3.0 for all course work related to the degree.
3. Demonstration of grades at the level of “B” or better in all clinical and specialty courses.
4. No more than two grades at the “B-” level or below.
5. Submission of all preceptor, site, and self-evaluation forms.
6. Resolution of all Incomplete grades.
7. Resolved financial obligations to the University.
8. Payment of the graduation fee.

PROGRAM OF STUDY
The program of study reflects the philosophy of the Department of Nursing and Health. The objectives of the programs emanate from the statements of belief concerning being human in contemporary society, the relationship of the nurse to the patient, and the responsibilities of the nurse in delivering healthcare today and in the future.

Program Structure
The program of study leading to the M.S.N. degree consists of the following components:

- Core Courses
- Advanced Core Courses
- Specialty Courses
  - Adult CNS
  - FNP
  - Nurse Educator
- M.S.N./M.B.A.
- Clinical Courses
  - Adult CNS
  - FNP
  - Nurse Educator
  - M.S.N./M.B.A.

Core Courses
Completion is required of all students seeking the M.S.N. and M.S.N./M.B.A. degrees. The courses must be taken before or concurrent with the Advanced Core Courses, and before the Specialty and Clinical courses.

NU 512 Nursing Theories in Practice 3 credits
NU 513 Application of Nursing Research 3 credits
NU 514 Christian Ethics in Practice 3 credits

Advanced Core Courses
Completion of the Advanced Core Courses is required of all Adult CNS, FNP, and Nurse Educator students. These courses must be completed before the Specialty and Clinical courses.

NU 505 Epidemiology and Biostatistics 3 credits
Graduate Programs in Nursing (M.S.N.)

Program Requirements, M.S.N./M.B.A.
M.S.N. Core Courses 9 credits
M.B.A. Foundations Courses 3 credits
M.B.A. Core Courses 18 credits
Health Care Support Courses 18 credits
M.S.N. Specialty and Practicum 10 credits
Total 58 credits
Practicum Hours 450

Program Requirements, Post-M.S.N. Family Nurse Practitioner Certificate (FNPC)
Depending upon the number of courses transferred in, the student may complete the FNPC in one year. Students must satisfy credit and course requirements for the FNP program of study via graduate courses either transferred in or taken at the University.

Program Requirements, M.S.N. Completion Program
for Certificate Registered Nurse Practitioners, Certified Nurse Midwives and Certified Registered Nurse Anesthetists.
The curriculum of the M.S.N. Completion program recognizes the expertise of the practicing certificate-prepared clinician, which is built upon a strong foundation of clinical theory. The post-certificate M.S.N. student may transfer up to the equivalent of 26 credits. The equivalency is calculated from didactic and clinical requirements of the original certificate program. Equivalency is determined on a case-by-case basis, culled from educational experiences in the certificate program only. Continuing education in other forms will not be considered for equivalency credit (e.g. continuing education units or contact hours).

All post-certificate M.S.N. students must take the following seven courses (23 credits)

- NU 512 Nursing Theories in Practice 3 credits
- NU 513 Application of Nursing Research 3 credits
- NU 505 Epidemiology and Biostatistics 3 credits
- NU 514 Christian Ethics in Practice 3 credits
- NU 700 Advanced Health and Physical Assessment 4 credits
- NU 701 Pathophysiology 3 credits
- NU 702 Advanced Pharmacology 4 credits

One course from the following list of M.S.N. electives (3 credits)

- NU 507 Advanced Pharmacology 4 credits
- NU 506 Concepts in Family Nursing 3 credits
- NU 515 Christian Ethics in Practice 3 credits
- NU 513 Application of Nursing Research 3 credits
- NU 512 Nursing Theories in Practice 3 credits
- NU 505 Epidemiology and Biostatistics 3 credits
- NU 514 Christian Ethics in Practice 3 credits

If the student's equivalency from the original certificate program, combined with the coursework described above, does not equal 47 credits, additional courses will be required in order to meet the minimum number of credits for graduation. These courses would be considered electives, and would be assigned by the director of graduate nursing programs.

The post-certificate M.S.N. may be completed in either one-year of full-time or two years of part-time study. Completion of the program results in the conferral of a generic M.S.N..

RN-M.S.N. and Nurse Scholars
Academically qualified students may be eligible to matriculate directly into one of the M.S.N. programs through either the Nurse Scholars’ program or through the RN-M.S.N. Completion program. The Nurse Scholars’ program is highly accelerated in which five approved graduate level courses are applied to both the BSN and M.S.N. degrees. These participating students must fulfill all requirements for the BSN degree before obtaining graduate student status.

The RN-M.S.N. program is built upon the framework of the Pennsylvania Articulation Model, and incorporates the acceleration of degree candidacy via substitution of elective course with graduate core course. Five approved graduate level courses are applied to both the BSN and M.S.N. degrees. These participating students must fulfill all requirements for the BSN degree before obtaining graduate student status.

The RN-M.S.N. program of study will be individually designed for each student, depending upon the number and type of courses transferred in. Students must complete the following undergraduate courses before taking graduate level core courses:

- MA 111 (or its equivalent) pre-requisite for NU 512, NU 513 and NU 505.
- MA 315 (or its equivalent) pre-requisite for NU 700.
- NU 325 (or its equivalent) pre-requisite for NU 512 and NU 513.

Students in the Nurse Scholars’ and RN-M.S.N. program must adhere to all policies stated for the M.S.N. program. These policies include progression, curriculum planning, and graduation policies.

**Course Descriptions**
The following class list was pulled from WebAdvisor on June 27, 2011. For the most current class listing, visit WebAdvisor.

**NU-505 Epidemiology and Biostatistics**
This course provides students the background to understand, integrate, and evaluate principles of epidemiology. New ways of thinking about health and disease, and fostering a questioning attitude toward published information are two specific aims of this course.
Prerequisite: Undergraduate statistics course equivalent to MA-111

**NU-512 Nursing Theories in Practice**
The focus of this course is on the analysis and evaluation of theoretical and conceptual models of nursing. Students engage in service-learning activities, including structured time for student reflection. Emphasis is on the identification of the student’s awareness of theory as a base for nursing practice and the relationship of theory to research, education and practice.

**NU-513 Application Nursing Research**

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Graduate Programs in Nursing (M.S.N.)
This course builds on the student’s basic nursing research knowledge. Emphasis is placed on the systematic evaluation and application of the Nursing Research process. The concept of evidence-based practice and its application to nursing is critically examined.

Prerequisite: Undergraduate nursing research course, undergraduate statistics course equivalent to MA-111

NU-514 Christian Ethics in Practice
Credits 3
This course prepares the student to analyze ethical principles, personal values, and moral beliefs in order to develop a framework to guide advanced nursing practice. Contemporary moral difficulties in the health care arena will serve as the basis for student exploration of personal values. Students will reflect on how these values shape professional practice and decision-making when working with individuals, families and systems. Students will analyze how personal, cultural, and system values influence advanced nursing interventions and the delivery of care.

NU-515 Planning for Health
Credits 3

NU-516 Feminist Theory & Methods
Credits 3

NU-517 Care of Adult in Tertiary Care
Credits 3

NU-518 Care Adult Tertiary Care/Practicum
Credits 3

NU-519 Care of Adult in the Community
Credits 3

NU-520 Community Health Practicum
Credits 3

NU-576 Health Literacy Global Context
Credits 3
Health Literacy is defined as “the ability of an individual to access, understand, and use health-related information and services to make appropriate health decisions”. This course employs a global context in focusing on contemporary issues related to the promotion of health literacy in the advanced practice role. Students have the opportunity to apply learned principles to a specific at-risk population either in the United States or internationally. 1-2 credit hours lecture on campus; remaining credit hours via international or local field experience.

NU-600 Nursing Independent Study
Credits 1
This course is tailored to the student’s unique curriculum needs. Course objectives are jointly derived between the student and faculty member.

NU-602 Family Dynamics in Diverse Populations
Credits 3
Family Dynamics in Diverse Populations This course analyzes the concepts of Family Theory within the context of the diverse populations served in primary care. Focus populations include the homeless, immigrants, urban populations, and various family composites. The cultural interface between primary care providers and diverse populations is analyzed. Prerequisite: NU-512 and NU-513

NU-604 Teaching and Case Management Role of the APN
Credits 3
Teaching and Case Management Role of the APN Designed for students preparing for clinical specialization as an advanced practice nurse. Building on knowledge acquired through MSN core courses, focus is on advanced practice role development as case manager and client/staff educator. Students will analyze and apply models of case management and health education to develop collaborative strategies that promote healthier outcomes for individuals and groups. Prerequisite: NU-513

NU-605 Scientific Basis for Health Promotion
Credits 3
Scientific Basis for Health Promotion The foundation of advanced practice nursing lies in the provision of care based on sound scientific principles. Students will analyze models for health behavior and health promotion within the context of acute and chronic health conditions facing individuals, families, and communities. Prerequisite: NU-513

NU-606 Concepts in Family Nursing
Credits 3
Concepts in Family Nursing Students will analyze individual and family health promotion and illness prevention, teaching, counseling anticipatory guidance and select health conditions across the lifespan. Using current evidence, students will assess patient health promotion needs from infancy through older adulthood, identify populations at risk, and determine appropriate interventions that focus on health/wellness promotion and disease prevention. Prerequisite: NU-505, NU-512 and NU-513

NU-611 Clinical Nurse Specialist I
Credits 3

NU-619 Finance for the Non-Finance Mgr
Credits 3

NU-620 Nursing Admin. Internship
Credits 3

NU-622 Nursing Admin. Capstone
Credits 3

NU-624 Nursing Administration Internship
Credits 7
Nursing Administration Internship The application of advanced principles and theories of nursing and business administration in a health care setting. Students will perform 450 hours of a concentrated internship with an executive in the health care arena. In addition, students will meet for an integrating seminar for a total of 15 hours per semester. A laboratory fee is required. Prerequisite: CR-501, CR-504, CR-505, CR-506, CR-507, CR-508, NU-512, NU-513 and NU-514

NU-630 Nurse Education Models
Credits 3
Nurse Education Models This course is an overview of developing nursing education programs. Students are introduced to program accreditation and approval requirements, performance of outcomes assessments, determination of level and course objectives, curriculum progression, principles of staff development, and analyses of key legal and ethical dimensions of higher education. Prerequisite: NU-505, NU-512, NU-513, NU-514, NU-700, NU-701 and NU-702

NU-700 Advanced Health and Physical Assessment
Credits 4
Advanced Health and Physical Assessment This lecture-seminar/laboratory course builds on the student’s knowledge of health assessment. It prepares advanced practice nurses for performing the history and physical components of a comprehensive advanced health assessment. This course requires three hours of theory and five hours of clinical laboratory per week. A laboratory fee is required.

NU-701 Pathophysiology
Credits 3
Pathophysiology Course is designed to establish the relationship between physiological and pathophysiological principles, and the clinical practice of the advanced practice nurse. Students will recognize alterations in client health status, interpret data gained from client history, physical assessment and diagnostic studies, and arrive at a conclusion to direct further intervention.

NU-702 Advanced Pharmacology
Credits 4
Advanced Pharmacology This course builds on student’s knowledge of pharmacology to prepare the advanced practice nurse to manage pharmacologic therapy for individuals and families. Emphasis is on the role responsibilities of the advanced practice nurse. Prerequisite: NU-701

NU-703 Concepts in Primary Care
Credits 3

NU-707 Adult Health Promotion 1
Credits 5
This course is a combination of seminar (30 hours) and practicum (225 hours). Seminar discussion will focus on the students in the practicum experience. Students will implement the roles of the advanced practice nurse in a health organization under a preceptor model. A laboratory fee is required. Prerequisite: NU-505, NU-512, NU-513, NU-514, NU-700, NU-701 and NU-702

NU-709

Adult Health Promotion II

This course is a combination of seminar (15 hours) and practicum (300 hours). Seminar discussion will focus on the experience of students in the practicum. Students will implement the role of the Advanced Practice Nurse in a health organization under a preceptor model. A laboratory fee is required. Prerequisite: NU-707

NU-716

Advanced Family Practice I

This course begins a sequence of three courses designed to provide the student with the theoretical foundation and clinical experience for practice as a family nurse practitioner (FNP), with emphasis on diagnosing and managing common and acute health conditions of the child, adolescent, and adult. Emphasis is on compiling and analyzing data, developing and implementing a plan in conjunction with the individual, the family, and other providers, and evaluating both patient/family response to the care and the effectiveness of the plan. The use of lecture, case studies, and examples from student's precepted clinical experience will focus on assessment based on patient-expressed concerns/complaints, differential diagnoses and treatment, maximizing the use of available resources, making appropriate referrals, and attending to the importance of family dynamics. This course requires 225 hours of clinical practicum and 3.75 hours per week lecture/seminar. A laboratory fee is required. Prerequisite: NU-716

NU-720

Advance Family Practice III

This course ends a sequence of three courses designed to provide the student with the theoretical foundation and clinical experience for practice as a family nurse practitioner (FNP). Lecture, case-study discussions, and ongoing student clinical experience will form the basis for learning. In addition, students will explore the unique and common roles of Advanced Practice Nurses. Included in the exploration is an understanding of the history of advanced practice nursing, as well as an analysis of contemporary advanced practice issues. Students will analyze the advanced practice role in economic, social, and professional contexts. Clinical practicum experience will be divided among child, adolescent and adult populations. This course requires 225 hours of clinical practicum and 3.75 hours per week lecture/seminar. A laboratory fee is required. Prerequisite: NU-718

NU-721

Clinical Ed. Practicum: Adult Health

Students will develop educational programs aimed at promoting health in specific at-risk populations with identified diverse learning needs both in the classroom and within a clinical agency. Students choose one of the following specialty populations: 721: Adults; 722: Older Adults; 723: Women; 724: Children; 725: Mental Health. This course requires 150 hours of clinical practicum and 3.75 hours per week lecture/seminar. A laboratory fee is required. Prerequisite: NU-505, NU-630, NU-700, NU-701, NU-702 and NU-732

NU-722

Clinical Ed. Practicum: Older Adult

See course description for NU-721. Prerequisite: NU-505, NU-630 NU-700 NU-701, NU-702 and NU-732

NU-723

Clinical Education Practicum: Women

See course description for NU-721. Prerequisite: NU-505, NU-630, NU-700, NU-701, NU-702 and NU-732

NU-724

Clinical Education Practicum: Children

See course description for NU-721. Prerequisite: NU-505, NU-630, NU-700, NU-701, NU-702 and NU-732

NU-725

Clinical Ed. Practicum: Mental Health

See course description for NU-721. Prerequisite: NU-505, NU-630, NU-700, NU-701, NU-702 and NU-732

NU-730

Nurse Educator Practicum I

This is the first of two capstone courses in which students synthesize concepts and practices learned over the course of their studies by critiquing and refining nursing educational offerings in either a nursing staff development setting or a nursing education program setting. This course requires 150 hours of clinical practicum and 30 hours per semester of lecture/seminar. A laboratory fee is required. Prerequisite: NU-505, NU-630, NU-700, NU-701 & NU-702

NU-732

Nurse Educator Practicum II

This is the second of two capstone courses in which students synthesize concepts and practices learned over the course of their studies by critiquing and refining nursing educational offerings in either a nursing staff development setting or a nursing education program setting. The type of practicum site selected must be complementary to the setting selected in NU 730. This course requires 150 hours of clinical practicum and 30 hours per semester of lecture/seminar. A laboratory fee is required. Prerequisite: NU-505, NU-630, NU-700, NU-701, NU-702 & NU-730
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES
Wayne C. Stuart, M.D.
Interim Program Director
610.282.1100, ext. 1344
wayne.stuart@desales.edu

The M.S.P.A.S. programs educates professionals to function as members of the physician led health care team and as patient advocates.

Learning involves case based profiles with outcome based educational objectives.

- Pharmacology is taught from the perspective of the prescriber.
- Pathophysiology shows the relationship of disease to concepts covered in clinical medicine.
- History and physical examination courses develop familiarity with obtaining pertinent and concise examinations as they relate to disease entities. Students gain practical knowledge by performing clinical procedures and by ordering and interpreting diagnostic images and electrocardiograms. Hands-on procedures such as suturing and insertion of nasogastric tubes, casting, Foley catheters, and intravenous devices are stressed.
- Research techniques as they relate to medical topics are taught for efficiency in accessing pertinent medical information along with reading/understanding medical literature.
- Clinical cases incorporating medical, surgical, and ethnically based issues are presented by the students in the final year of the Program.

The program is consistent with the Christian humanistic philosophy of the University. Graduates of the program will function as members of the health care team and as patient advocates.

The physician assistant program consists of two phases

- The pre-professional phase, described in the Undergraduate Catalog, is three years (six semesters).
- The professional phase is twenty-four months (six semesters) with the first year emphasizing academic medicine and the second year emphasizing clinical training.

The first two semesters consist of the required undergraduate/graduate courses. The successful completion of these two semesters satisfies the requirements for the candidates of the Bachelor of Science in Medical Studies degree. All graduate students who have entered the program with a baccalaureate degree must successfully complete this sequence.

The final four semesters comprise of graduate level education, which requires the completion of 18 credits for the first semester and 15 credits for each of the last three semesters.

Mission Statement
The mission of the Physician Assistant program is consistent with the enduring Christian Humanistic traditions of DeSales University and seeks to graduate physician assistants who dedicate themselves to the patient as an individual. Physician assistant graduates will further the vision of Christian Humanism and Salesian tradition by:

1. focusing on preventative health care and wellness;
2. promoting competent and capable health care to patients of diverse populations in a variety of settings;
3. emphasizing the patient holistically, i.e., considering the context of family, local community, and society in general;
4. promoting life-long learning;
5. supporting cultural diversity; and
6. incorporating ethical principles into a patient-focused practice.

Goals and Outcome Data
DeSales University Physician Assistant Program has a longstanding history of excellent performance of its graduates on the national certifying examination.

Job placement in the physician assistant field remains very strong with DeSales graduates typically being fully employed within four months of graduation.

Learning Outcomes
The program provides academic and clinical expertise that prepares the physician assistant for certification and success in his/her professional role as an extender to the practicing physician, especially the primary care physician. As a result of their education and training, graduates of the DeSales University Physician Assistant program will:

- perform with competency and proficiency functions and tasks involved in patient evaluation, monitoring, diagnostic, therapeutic, counseling, and referral in diverse practice settings;
- conduct themselves in a professional demeanor expressing sensibility and understanding of the nature and impact of mental and physical disease;
- demonstrate behaviors that are essential to acquiring and sustaining the confidence of colleagues, other health care professionals, patients, and the community; and
- be able to initiate management and provide supportive care for acute life-threatening emergencies.

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- demonstrate behaviors that are essential to acquiring and sustaining the confidence of colleagues, other health care professionals, patients and the community
- be able to initiate management and provide supportive care for acute life-threatening emergencies

Functions and Tasks
The technical standards of the PA program are based on the functions and tasks that may be performed by a physician assistant. These are as follows:

**Evaluation**

Initially approaching a patient to elicit a detailed and accurate history, perform an appropriate physical examination; delineate problems, and record and present data.

**Monitoring**

Assisting the physician in conducting rounds, developing and implementing patient management plans, recording progress notes, and assisting in the provision of continuity of care.

**Diagnostics**

Performing and/or interpreting, at least to the point of recognizing deviations from the norm, common laboratory, radiologic electrocardiographic, and other routine diagnostic procedures used to identify pathophysiologic processes.

**Therapeutics**

Performing routine procedures such as injections, immunizations, suturing, and wound care. Managing simple conditions produced by infections or trauma. Assisting in the management of more complex illness and injury, which may include assisting surgeons in the conduct of operations. Taking initiative in performing evaluation and therapeutic procedures in response to life-threatening situations.

**Counseling**

Instructing and counseling patients regarding compliance with prescribed therapeutic regiments, normal growth and development, family planning, emotional problems of daily living, and health maintenance.

**Referral**

Facilitating the referral of patients to the community’s health and social service agencies when appropriate.

**Admission Requirements**

From the Pre-Professional Phase

Enrollment in the pre-professional program guarantees admission into the professional phase of the program if the following criteria are met:

1. Successful completion of the pre-professional phase with a cumulative 3.0 overall GPA and 3.0 required science cumulative GPA from the courses in the pre-professional phase of the PA program. Students who enter the program in the undergraduate division are evaluated every single semester in the pre-professional phase. They need to achieve a 3.0 single semester GPA and 3.0 required science GPA in every semester. The first occurrence in which they do not meet the requirements of semester GPA 3.0 or required science GPA of 3.0, the student will be placed on P.A. program academic probation. Failure to subsequently meet these requirements will result in academic dismissal from the PA program. Such student may continue to attend the University provided they meet the academic standards. They may reapply to the PA program after meeting the program requirements (at least 3.0 overall GPA and 3.0 overall required science GPA), Reacceptance, however, is not guaranteed.

2. Completion of all prerequisite science courses with a grade of “C” or better.

3. Completion of at least 250 hours of health care experience (paid or volunteer in the United States). This experience provides students with an awareness of the intricacies of medical-care delivery as it exists today and provides information that enables them to realistically commit themselves to a profession that helps the sick and injured.

From Outside the University

Selection for a place in the pre-professional phase of the program is very competitive. In order to be considered for admission in the next academic year, an applicant's file must ordinarily be completed no later than January 15th. Admission is based on academic achievement, high quality performance in science and/or health-care related courses, demonstrated motivation and professional potential, and strong interpersonal skills. Application for the pre-professional phase is through the undergraduate division of the University.

Advanced placement in the professional phase is not possible. There is no credit for experiential learning.

NOTE: All Applicants must apply and submit required forms and documentation via CASPA (Centralized Application Service for Physician Assistants: www.caspaonline.org). In order to qualify for admission into the professional phase of the program, students should have:

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges). An applicant who possesses a degree from an accredited institution outside of the US may also be considered for admission. Students must have their transcript verified and translated by an approved organization (such as World Education Council) and should meet all other requirements including those described in the International Student section.

2. Completed all required courses before matriculation into the program. Students may apply before the completion of these courses but should inform the University as to when and where the needed course(s) will be taken. Such candidates may gain conditional acceptance.

3. Ordinarily achieved a GPA of at least 3.0 in all courses and a GPA of at least 3.0 in science courses required.

4. Taken and submitted the test scores from the Graduate Record Examination (GRE). Scores should be received by January 15.

5. Submitted three letters of reference on prescribed forms from CASPA.

6. Achieved TOEFL scores of at least:
   - Internet based total of 102;
   - Computer based total of 253;
   - or paper based total of 610.

7. Completed a minimum of 500 hours of health care experience (paid or volunteer). The experience should be completed within the United States due to the wide variety of health care delivery systems around the world. The 500 hour requirement must be completed before matriculation into the program and does not need to be completed by the time of the application.

8. Submitted all transcripts of studies completed outside of the United States by January 15. These transcripts must have been evaluated by an accredited credentialing agency.

9. Attended a personal interview (by invitation only) to ascertain the applicant’s awareness of the physician assistant role, willingness to work under the supervision of a physician, motivation for pursuing a PA career, interpersonal and oral communication skills, compassion, problem-solving abilities, and dedication to serving the underserved.

10. Submitted to CASPA (Centralized Application Service for Physician Assistants) a completed application and official transcripts from all colleges attended.

11. The program requires a supplemental application to be completed before matriculation.

**Prerequisite Requirements**

Prerequisite requirements for students with Bachelor Degree:

1. Completion of the University’s general education requirements or equivalents.
   - EN 103 Communications and Thought I 3 credits
   - EN 104 Communications and Thought II 3 credits

2. Completion of basic science requirements
   - BI 151 Introductory Biology I 4 credits
   - BI 354 Microbiology 4 credits
   - BI 355 Human Structure and Function I 4 credits
   - BI 356 Human Structure and Function II 4 credits
   - CH 101 Chemical Principles 4 credits
   - CH 231 Chemical Principles 4 credits

3. PS 109 Introduction to Psychology 3 credits

4. MA 111 Probability and Statistics 3 credits

**Application Procedure**
Application forms may be requested from www.caspaonline.org (Centralized Application Service for Physician Assistants) or by calling CASPA at 240.497.1895.

Selected applicants may be interviewed by a member of the faculty. Applicants living at a distance may be interviewed via telephone or two way radio or in person if alumni are located in their geographical area.

Following the interview candidates are evaluated by the Admission Committee to assess their acceptability to the program. Applicants will be notified by telephone and by postal mail about the status of their acceptance. Admitted candidates ordinarily have two weeks to respond to the offer of acceptance.

Student Status
For the purpose of defining the students status, the calendar year (January 1 - December 31) is divided into a fall semester (late August - late December), a spring semester (early January - early May), and a summer semester (mid May - late August).

The DeSales Physician Assistant program is available only as a full-time program.

The Academic Calendar may be found at www.desales.edu.

International Students
An international student (F-1 visa) needs to
• maintain full student status, and
• take at least one classroom based (non-distance learning) course each semester.

Academic Standing
Students are required to maintain a semester GPA of at least 3.0 having no grade lower than “C” during each semester. The first instance failing to reach the above requirement, the student will be placed on P.A. program academic probation. These students will be notified of their probationary status. The second occurrence during the professional phase will result in P.A. program academic dismissal. Students academically dismissed may appeal in writing to the medical director of the program who serves as chair of the P.A. Academic Appeals Committee. Students who fail to achieve a “C” (C- is not acceptable) in any course during the professional phase are required to repeat the course. It is the responsibility of the student to petition for permission to repeat the course. If the failure occurred during the didactic year, the student may be allowed to repeat the course during the clinical year or may be required to repeat the course following completion of the program. In the latter case graduation will be delayed. All additional costs are the responsibility of the student.

As part of the training students are given the opportunity for clinical practice. Participants in clinical practice must act professionally at all times maintaining patient and practice confidentiality. Breaches of professional conduct may result in dismissal from the program and/or University. Preceptors involved in the training are to be viewed as adjunct faculty and will therefore have a role in determining the professional behavior of the students.

Details about academic standing can be found in the in-house publications available at the program office.

Work Policy
Students enrolled in the M.S.P.A.S. program are not prohibited, but discouraged from working due to the intense and vigorous nature of the program.

Graduation Requirements
To qualify for graduation with the Master of Science in Physician Assistant Studies (M.S.P.A.S.) degree, students must
• follow the approved course of study satisfactorily completing all courses within the professional component,
• complete all professional phase courses with a cumulative GPA of at least 3.0 with no course or rotation grade below a “C” (C- is not acceptable),
• complete all remediation assignments as determined by the program,
• settle all financial accounts with the University, and
• successfully complete the Senior Summative Experience upon completion of the clinical year.

Senior Summative Experience
Consistent with Accreditation Review Commission for Physician Assistant (ARC-PA) Standards, the University provides a summative experience following completion of the program. The successful completion of the one week long summative experience is a graduation requirement. This includes a 200-question written comprehensive examination, which must be completed with at least a 70% result.

The written examination is not remediable. Other testing stations determined by the program allow remediation.

Costs
Costs are determined on a yearly basis by the University’s Board of Trustees. Students are notified of the yearly costs in writing.

Tuition and Fees
Tuition and fees are available at www.desales.edu.

Refund Amount
Withdrawal after 1st class: 80% of tuition refunded
Withdrawal after 2nd class: 65% of tuition refunded
Withdrawal after 3rd class: 50% of tuition refunded
Withdrawal after 4th class: 25% of tuition refunded
Withdrawal after 5th class: No refund

Physician Assistant Program Information 2011-12

Financial Aid Application Process
• Complete and submit the 2011-12 Free Application for Federal Student Aid (FAFSA) or the renewal FAFSA (for returning students) by May 1, 2011. Be sure to designate DeSales University by the school code of 003986. If you wish, you may file the FAFSA online at www.fafsa.ed.gov.

**For the final summer semester you will need to complete the 2012-13 FAFSA. This form will be available on line after January 1, 2012.**

• If this is the first time you will be applying for a William D. Ford Federal Direct Loan at DeSales, you must complete an electronic Master Promissory Note and Entrance Counseling. You can complete these forms on line at www.studentloans.gov. Please note that this process must only be completed one time while you are enrolled at DeSales University.

• DeSales University uses criteria from methodology created by the Federal government to determine need for financial assistance. Your Official Award Letter is based on the information provided on the FAFSA and your enrollment. E-mail notifications are sent when award packages have been prepared. You can view your Award Letter by logging into your WebAdvisor account under the Financial Aid heading and by clicking on the “Financial Aid Award Letter” link.

Financial Aid Loans
• Students who are eligible for a subsidized Federal Direct loan will not be required to make interest or principal payments until six months after graduation or when the student is no longer enrolled in a degree program on at least a half-time basis.

• If a student needs additional loan assistance, he/she may borrow an additional unsubsidized Federal Direct loan. A student may choose to make quarterly interest payments on this loan while enrolled in a degree program or add the accruing interest to the principal until repayment. Repayment will begin six months after graduation or when he/she is no longer enrolled in a degree program on at least a half-time basis.
FINANCIAL AID AWARD PERIOD FEDERAL LOAN LIMITS

Bachelor's degree students from other institutions enrolling in the Graduate program (otherwise known as the Professional Phase)

Fall 2011
Federal Limits
Subsidized: $4,250
Unsubsidized: $6,000

Spring 2012
Federal Loan Limits
Subsidized: $4,250
Unsubsidized: $6,000

Summer 2012
Federal Limits
Subsidized: $4,250
Unsubsidized: $6,000

Fall 2012
Federal Limits
Subsidized: $4,250
Unsubsidized: $6,000

Spring 2013
Federal Limits
Subsidized: $4,250
Unsubsidized: $6,000

Final Semester 2013
Summer 2013
Federal Limits
Subsidized: $4,250
Unsubsidized: $6,000

• DeSales University offers the Graduate Direct PLUS loan. A student may borrow up to the cost of attendance minus any other financial aid that the student has been awarded. Please note that a student is required to maximize his/her loan borrowing options prior to the Grad Direct PLUS.

• If you use a portion of your financial aid for living expenses, you may be eligible to receive a refund (of your credit balance) after the drop/add period based on the semester's time table. There will be NO refunds issued unless there is a credit balance on your account. If you have received a refund based on your enrollment and you change your enrollment status (i.e. dropping a class or classes) then you may be required to repay all or a portion of the refund back to the federal government.**

**This holds true provided all your paperwork is completed with the Office of Financial Aid and you do not have any financial holds with the Bursar's Office.**

Cost of Attendance
To assist in your financial planning, the direct and indirect costs used to determine your Cost of Attendance for the 2011-12 academic year are listed below. Direct costs plus indirect costs are referred to as your cost of attendance. The cost of attendance is used to determine a student's financial aid eligibility.

Bachelor's degree students from other institutions enrolling in the Graduate program (otherwise known as the Professional Phase)

Fall 2011 and Spring 2012
DIRECT COSTS are the expenses incurred by all students:
- Tuition: $18,900
- Professional Fee: 800
- Total: $19,700

These direct costs are reflected on a student's bill.

INDIRECT COSTS are estimated additional expenses incurred. These expenses are included in your Cost of Attendance but are not billed to you.
- Books: $1,526
- Transportation/Personal Expenses*: 6,292
- Living Expenses*: 5,808
- Total: $13,626

*Estimate of off-campus living expenses

Summer 2012, Fall 2012 and Spring 2013
DIRECT COSTS:
- Tuition: $28,350*
- Professional Fee: 1,200
- Total: $29,550

INDIRECT COSTS:
- Books: $1,100
- Transportation/Personal: 8,695
- Living Expenses: 7,742
- Total: $17,537

Final Summer Semester 2013
DIRECT COSTS:
- Tuition: $9,450
- Professional Fee: 400

Program of Study

Professional Phase
This phase is designed to deliver the essential academic and clinical education necessary to prepare students for their professional roles as extenders of the primary care physician and to satisfy the eligibility requirements to sit for the PA certification examination. The phase is divided into six didactic semesters and six clinical semesters:

Didactic Year

Fall
- PA 501 Clinical Anatomy & Physiology: 4 credits
- PA 502 History and Physical Examination I: 3 credits
- PA 504 Clinical Medicine I: 6 credits
- PA 510 Pharmacology I: 2 credits
- PA 515 Pathophysiology I: 2 credits
- PA 619 Preventive Medicine and Health Promotion: 1 credit

Spring
- PA 503 History and Physical Examination II: 3 credits
- PA 508 Physician Assistant History and Role/Introduction to Medical Literature: 1 credits
- PA 511 Pharmacology II: 2 credits
- PA 513 Diagnostic Methods I: 1 credits
- PA 516 Pathophysiology II: 2 credits
- PA 575 Ethics of Health Care: 3 credits

Summer
- PA 517 Research Seminar: 1 credits
- PA 606 Clinical Medicine III: 6 credits
- PA 607 Behavioral Aspects of Medicine: 3 credits
- PA 612 Pharmacology III: 2 credits
- PA 614 Diagnostic Methods II: 1 credits
- PA 616 Pathophysiology III: 2 credits

A Bachelor of Science in Medical Studies is awarded to fourth-year students after the successful completion of two semesters of the professional phase listed above.

Total $ 9,850

INDIRECT COSTS:
- Books: $ 275
- Transportation/Personal: 2,200
- Living Expenses: 1,936
- Total: $ 4,410

* Tuition rates for Fall 2012, Spring 2013 and Summer 2013 are subject to increase; final rates for these terms will be approved by the Board of Trustees in March 2012.
PA 501 Clinical Anatomy
This course is the cornerstone of all the medically relevant courses. Students learn the basic knowledge of anatomy and physiology necessary for clinical practice with emphasis on surface anatomy and surface markings. The practical applications of anatomical facts to clinical medicine are covered by using case studies in anatomy. Clinical problems requiring anatomical knowledge for their solution are presented during each conference session. Lectures and laboratories emphasize the human body and the relationship to structure and function. Computerized dissection using Anatomy TV is used in laboratory sessions. Lecture 4 hours, cases 2 hours, and laboratory 2 hours.

PA 502 History and Physical Exam
Methods of interviewing patients for 1. elicitation and proper recording of a complete and accurate medical history, 2. a systematic physical examination, and 3. an organization of the results for oral and written presentation. Lecture 3 hours, laboratory 3 hours.

PA 503 History and Physical Examination II
A continuation of PA 502. Students learn to integrate the results of history, physical and laboratory findings to arrive at an accurate evaluation of the patient so that a supervising physician can determine the next appropriate diagnostic or therapeutic step. Lecture 3 hours, laboratory 3 hours.

PA 504 Clinical Medicine
This course is the cornerstone of all the medically relevant courses. Various disease processes will be described, along with the incidence, prevalence, pathophysiology, treatment plans, and expected outcomes. This course is organized into 4 blocks covering: 1. gastrointestinal, 2. pulmonology, 3. hematology, and 4. cardiology.

PA 505 Clinical Medicine II
A continuation of PA 504. This course is organized into 5 blocks covering: 1. endocrine, 2. urology, 3. pediatrics, 4. oncology, 5. rheumatology.

PA 508 Physician Assistant History and Role/Introduction to Medical Literature
The roots, history, and future of the physician assistant profession. Where and how to locate medical literature. Use of computer search techniques. The structure and critical reading of a medical research paper.

PA 510 Pharmacology I
Basic principles of drug action, their dynamics and kinetics, toxicities, and therapeutic uses. Students study the commonly used drugs affecting the autonomic nervous system, central nervous system, cardiovascular and renal systems, and gastrointestinal and genitourinary systems. (Offered every fall).

PA 511 Pharmacology II
A continuation of PA 510. Students discuss chemotherapy of microbial organisms. Dose responses, side effects, and adverse reactions are emphasized.

PA 513 Diagnostic Methods I
Common chemical procedures employed in evaluating disease processes. Students develop proficiency in analyzing CBC (complete blood count), urinalysis, gram stains, and cultures. Students develop skills interpreting clinical laboratory values in relation to disease, therapy, and prognosis. Topics include hematology, immunohematology, serology, clinical chemistry, clinical microbiology, and urinalysis.

PA 515 Pathophysiology I
A systems approach to basic concepts of disease processes prior to analyzing common alterations to body systems. Concepts are reviewed for the understanding that disease processes represent a disruption in homeostasis and a breakdown of normal integration of structure and function.

PA 516 Pathophysiology II
A continuation of PA 515. The clinical applications of pathophysiology are reviewed.

PA 517 Research Seminar
Clinical research topics and methods. Students will discuss clinical and biological research, and present a case study found within the medical literature.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PA-540 Prevent Medicine &amp; Health Prom</td>
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<td>PA-575</td>
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<td>PA-606 Clinical Medicine III</td>
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<td>PA-606 Ethics of Health Care</td>
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<td>PA-607 Behavioral Aspects of Medicine</td>
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<td>PA-612 Pharmacology III</td>
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<td>PA-614 Diagnostic Methods II</td>
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<td>PA-617 Pathophysiology III</td>
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<tr>
<td>PA-618 Clinical Skills Development</td>
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<tr>
<td>PA-619 Preventive Medicine and Health Promotion</td>
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</table>

A continuation of PA 505 and 506, organized into 7 blocks covering: 1. neurology, 2. surgery, 3. endocrinology, 4. urology, and 5. emergency medicine, 6. pediatrics, 7. obstetrics/gynecology.

**CLINICAL ROTATION SCHEDULE**

**PHYSICIAN ASSISTANT BOARD REVIEW COURSE – SEPTEMBER 10 & 11, 2011**
8:00 a.m. – 5:00 p.m. both dates
Location: Priscilla Payne Hurd Science Center Auditorium
Students must register to attend.

<table>
<thead>
<tr>
<th>ROTATION #</th>
<th>ROTATION DATES</th>
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<tbody>
<tr>
<td>Orientation / Transition Week</td>
<td>August 29, 2011 – September 2, 2011</td>
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<tr>
<td>Rotation #1</td>
<td>September 6, 2011 – October 6, 2011</td>
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<tr>
<td>Rotation #2</td>
<td>October 10, 2011 – November 10, 2011</td>
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<tr>
<td>Rotation #3</td>
<td>November 14, 2011 – December 14, 2011</td>
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<tr>
<td>Rotation #4</td>
<td>January 3, 2012 – February 2, 2012</td>
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<tr>
<td>Rotation #5</td>
<td>February 5, 2012 – March 8, 2012</td>
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<tr>
<td>Rotation #6</td>
<td>March 12, 2012 – April 12, 2012</td>
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<tr>
<td>Rotation #7</td>
<td>April 6, 2012 – May 17, 2012</td>
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<tr>
<td>Rotation #8</td>
<td>May 21, 2012 – June 30, 2012 (includes AAPA Conference week)</td>
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<tr>
<td>Rotation #9</td>
<td>July 2, 2012 – August 2, 2012</td>
</tr>
</tbody>
</table>

**SENIOR SUMMATIVE EXPERIENCE – AUGUST 6 – 10, 2012**

**GRADUATION – AUGUST 11, 2012**

*Scheduled Senior Day:

| Rotation #1 | Friday, October 7, 2012 |
| Rotation #2 | Friday, November 11, 2012 |
| Rotation #3 | Thursday, December 15, 2012 |
| Rotation #4 | Friday, February 3, 2012 |
| Rotation #5 | Friday, March 9, 2012 |
| Rotation #6 | Friday, April 13, 2012 |
| Rotation #7 | Friday, May 18, 2012 |
| Rotation #8 | Friday, June 29, 2012 |
| Rotation #9 | Thursday, August 2, 2012 |

*Senior Day: All PA students return to main campus to take end-of-rotation examinations and perform case presentations/physical examinations.

Clinical research topics and methods. Students will discuss clinical and biological research, and present a case study found within the medical literature.

Ethics of Health Care
Issues of medical ethics. Students study and debate both sides of ethical issues such as patient rights, the role of PAs and other medical personnel, differing values between patients and PAs, and experimentation.

Preventive Medicine and Health Promotion
Discusses lifestyle modifications to improve health. Considers how early medical intervention can affect the disease processes, and gives recommended screening guidelines for health promo-
tion. Topics will include amendable risk factor modification, dietary modification, disease prevention and role of exercise in decreasing incidence of disease. The Physician Assistant’s role in promoting wellness is explored. (Offered every fall).

PA-620 Credits 1
Advanced Cardiac Life Support
Current methods and practices in advanced emergency intervention. Topics include rapid patient assessment, CPR, intubation techniques, EKG interpretation, intravenous medication administration, and defibrillation protocols. Students are required to obtain ACLS certification which is a part of this course. (Offered every summer).

PA-621 Credits 1
Clinical Case Presentations
Student management of routine and complex actual case presentations. Students will logically assess the patient presentation case and learn to systematically arrive at a differential diagnosis and treatment plan. The presented cases will detail a variety of diseases in a variety of possible environments. (Offered every summer).

PA-630 Credits 5
Emergency Medicine
Problems encountered in an emergency room. The student takes medical histories and performs physical examinations on acute as well as nonemergent patients and presents these to the medical director. This rotation involves students in all aspects of the practice of medicine and surgery in an emergency department environment. Students receive close supervision, have constant interaction with the attending staff, and are involved in every aspect of patient management.

PA-631 Credits 5
Family Medicine I
Conducted in family practice or general medicine offices or clinics where students are responsible for patients of all ages, from initial visit through possible hospitalization and follow-up. Health prevention and maintenance as well as patient education are practiced. These two rotations integrate patient data collection with basic medical facts in a variety of clinical situations. Emphasis is on psychosocial aspects of patient care and on continuity of care in the ambulatory setting. This goal is to ensure that students are exposed to common disorders encountered in family practice.

PA-632 Credits 5
Family Medicine II
Further experience in general medicine. To emphasize the program’s commitment to primary care, students must enroll in this second five-week rotation in family practice.

PA-633 Credits 5
Internal Medicine
During this clinical experience, students apply basic medical information to common medical problems and situations in inpatient and outpatient settings. Students participate in daily rounds and the management of patient problems.

PA-634 Credits 5
Obstetrics and Gynecology
Pre- and postnatal care, monitoring a woman in labor, assisting in delivery, and developing the skill necessary to deliver a baby in an emergency situation. Students have the opportunity to take obstetrical and gynecological histories and to perform obstetrical and gynecological examinations. Students will also be exposed to a variety of gynecological problems and will learn to provide counseling on family planning.

PA-635 Credits 5
Pediatrics
Problems of newborns and of children through adolescence. Students learn to diagnose and treat common pediatric diseases and become skilled in third-party histories and pediatric physical examinations. Well-baby care, immunizations, nutrition, management of the battered child, and preventive techniques are an integral part of this rotation. The rotation emphasizes normal and abnormal growth and development along with assessment, communication, and physical examination skills in the diagnosis and treatment of pediatric situations. Students develop familiarity with inpatient and/or outpatient pediatric problems.

PA-636 Credits 5
Psychiatry
Acquaintance with manifestations of various forms of psycho-pathology. Emphasis is placed on doing a complete psychiatric exam and the management of psychosocial problems. This clinical experience integrates previous learning and actual clinical practice, while working on hospital wards and outpatient clinics. It emphasizes the behavioral and psychosocial aspects of common medical problems.

PA-637 Credits 5
General Surgery
Surgical patient-care responsibilities under the supervision of a staff surgeon. Students assist in the initial assessment of the surgical patient. Students are involved in preoperative management, including patient education and any procedures necessary to prepare the patient for surgery. Students assist surgeons in the operating room, when appropriate, and have the opportunity to become familiar with operating room procedures and equipment. Students are also involved in postoperative evaluation and management of the patient and will be given the opportunity to attend surgical grand rounds and other surgically oriented educational meetings.

PA-638 Credits 5
Cardiothoracic Surgery
Students will become familiar with evaluating and treating patients with advanced heart disease. They learn to apply surgical modalities in the cardiac care patient. Students will assist during open heart surgery and will assist in the harvesting of veins used during this procedure. The student will become familiar with managing heart patients postoperatively.

PA-639 Credits 5
Orthopedic Surgery
Students learn to perform a relevant orthopedic physical examination. Students will be exposed to the mechanism of injury of a patient’s joints and the treatment modalities used in the rehabilitation process. Students are also exposed to arthritic diseases and their treatments, including placement of total joint prostheses. In addition, students learn various orthopedic procedures such as the application of casts and splints. Students assist the orthopedic surgeon in the operating room and gain experience in following patients postoperatively.

PA-640 Credits 5
Otolaryngology
Students will be exposed to the presentation and treatment of common ear, nose, and throat disease processes. The student will learn which modalities are most useful for the successful resolution of a variety of diseases. The student will learn appropriate examination techniques and will examine patients encompassing a wide variety of ages. The student will also assist the ENT surgeon on a variety of procedures such as tonsillectomies, myringotomies and insertion of ventilation tubes, thyroid surgeries, and neck explorations.

PA-641 Credits 5
Plastic Surgery
Students learn to evaluate wounds that do not heal. Students are exposed to skin graft procedures, flap techniques, reconstructive surgery, management of leg ulcers, and aesthetic surgical procedures. They will assist the plastic surgeon on a variety of procedures and gain experience in care of the surgical patient.

PA-642 Credits 5
Family Medicine III
Students further their family medicine clinical experience. This rotation emphasizes the ability to apply medical information to complex medical problems and situations with patients in hospital and/or ambulatory care settings.

PA-643 Credits 5
Emergency Medicine II
Students further develop their diagnostic and clinical skills in the emergency medicine department environment. The student refines skills in medical interviews, performance of physical
examinations and the management of the acutely ill, as well as the nonemergent illnesses/injuries. Students continue to receive maximum physician supervision and maintain constant interaction with the attending physician and staff.

PA-644 Credits 5
Urgent Care Ambulatory Med.
The student will apply medical information to diagnose and treat common illnesses and injuries with patients in an urgent care ambulatory medicine environment.

PA-645 Credits 5
Pediatric Cardiology
Students will become familiar to the care of the pediatric patient with cardiovascular disease in the inpatient and outpatient setting. The student will become familiar with normal and abnormal development patterns in the pediatric population.

PA-646 Credits 5
Endocrinology
Students are exposed to the care of patients with endocrinology-based disorders in the inpatient and ambulatory care settings. Students are exposed to and educated in identifying normal and abnormal findings in all age groups with endocrine disorders. Emphasis is on applying specific medical knowledge, history taking skills, physical examinations, and special testing to identify common endocrine disorders.

PA-647 Credits 5
Neurology
Students become familiar with disease processes that commonly present for evaluation in neurology medicine. Emphasis is on history, physical examination, diagnostic testing, and management of patients with neurological diseases.

PA-648 Credits 5
Neurosurgery
Students further their knowledge and abilities to diagnose and assist in the treatment of neurosurgical patients. Students will expand their knowledge and understanding in the specialty of neurosurgery. Students observe and assist with neurosurgical procedures.

PA-649 Credits 5
Cardiology
Students will become familiar with the care of patients and cardiovascular diseases in the inpatient and outpatient setting. Students learn to recognize normal and abnormal cardiac pathology. Students will expand skills in history taking, physical examination, and assessment of the patient with cardiovascular disease.

PA-650 Credits 5
Internal Medicine II
Students further their body of science and abilities in internal medicine. This clinical learning experience emphasizes the ability to apply medical information to complex medical problems and situations in inpatient and outpatient settings. Accentuation of this clinical learning experience is in the inpatient setting.

PA-651 Credits 5
Trauma Medicine
The focus of this clinical learning is to enhance skills in rapid assessment and stabilization of the trauma patient. Students gain knowledge and judgment skills in the appropriate progression from stabilization to second and third level diagnostic studies in these unique patients.

PA-652 Credits 5
Psychiatry II
Acquaintance with manifestations of various forms of psycho-pathology. Emphasis is placed on doing a complete psychiatric exam and the management of psychosocial problems. This clinical experience integrates previous learning and actual clinical practice while working on hospital wards and outpatient clinics. It emphasizes the behavioral and psychosocial aspects of common medical problems.

PA-653 Credits 5
Allergy & Asthma
Students further their clinical medicine learning with emphasis on all aspects of the diagnosis and treatment of the allergy and asthma patient.

PA-654 Credits 5
Infectious Disease
Students further their clinical medicine learning experience emphasizing the ability to apply diagnostic information to complex medical conditions and situations in the inpatient and outpatient settings.

PA-655 Credits 5
Geriatrics
This course reinforces the basics of internal medicine with emphasis on geriatric medicine. It will concentrate on demographics, the aging process, nutrition, pharmacotherapeutics, and illnesses as these processes undergo change in an elderly population. The students will participate in assessment and treatment in both ambulatory and inpatient settings.

PA-656 Credits 5
General Surgery II
Students further their clinical medicine learning experience emphasizing the various aspects of surgical care with emphasis on pre-, intra-, and postoperative care of the surgical patient.

PA-657 Credits 5
Pediatrics II
Students further their clinical medicine learning experience applying diagnostic information to complex medical conditions and situations in the inpatient and outpatient settings with particular emphasis on the pediatric population.

PA-658 Credits 5
Dermatology
Students further their ambulatory medicine clinical trainings. Emphasis on the familiarity with different diagnosis of skin disorders and expertise in procedures in the office setting.

PA-659 Credits 5
Geriatric Behavioral Medicine
The course will develop skills in the care of the geriatric psychiatric population. It will expose the student to psychosocial problems specific to this population and the community resources available. This clinical experience enables the students to see patients on an inpatient and outpatient basis.

PA-660 Credits 5
Obstetrics & Gynecology II
Pre- and Postnatal care, monitoring a woman in labor, assisting in delivery, and developing the skill necessary to deliver a baby in an emergency situation. Students have the opportunity to take obstetrical and gynecological histories and to perform obstetrical and gynecological examinations. Students will also be exposed to a variety of gynecological problems and will learn to provide counseling on family planning.

PA-661 Credits 5
Pediatrics II
Problems of newborns and of children through adolescence. Students learn to diagnose and treat common pediatric diseases and become skilled in third-party histories and pediatric physical examinations. Well-baby care, immunizations, nutrition, management of the battered child, and preventive techniques are an integral part of this rotation. The rotation emphasizes normal and abnormal growth and development along with assessment, communication, and physical examination skills in the diagnosis and treatment of pediatric situations. Students develop familiarity with out-patient pediatric problems.

PA-662 Credits 5
Transplant Surgery
Students will be exposed to the care of the transplant patient in the inpatient and outpatient setting (pediatric and adult). The student will become familiar with the various conditions that warrant transplant surgery. The student will observe and assist at organ retrieval, inpatient transplant surgical procedures, and follow-up care at the outpatient clinics. This rotation will also prepare the student to teach the patient about surgical condi-
PA-663  Credits 5
Pediatric Surgery
Students become familiar with the pediatric surgical patient on both an inpatient and outpatient basis. Students will be involved in the assessment, pre-operative, surgical and post-operative care of common pediatric surgical conditions. This elective will enable the student interested in surgery to further develop their surgical skills.

PA-664  Credits 5
Pain Management
Students will be able to develop and understand appropriate therapies in the treatment of pain. Understanding pain pathways and associated anatomical findings are essential in pain management. Students will be exposed to both inpatient and outpatient evaluations and treatment. They will be exposed to operative procedures that are specific to pain management.

PA-665  Credits 5
Oncology
This rotation will expose the student to the inpatient and outpatient care of the oncology patient. The student will become familiar with a wide variety of problems specific to patients with cancer.

PA-666  Credits 5
Urology
This course will enable the students to become familiar with a wide variety of problems specific to urology. The student will become familiar with diagnostic techniques and procedures on both an inpatient and outpatient basis. It will also enable the students to further refine surgical skills as they will be assisting in the operating room.

PA-667  Credits 5
Vascular Surgery
The rotation will expose students to the care of the surgical patient (pediatric through adult) in the inpatient and outpatient setting. Students will become familiar with a wide variety of common surgical conditions encountered in the vascular setting. By observing and assisting at inpatient and outpatient surgical procedures the student gains experience necessary to evaluate and make appropriate referrals. This rotation will also prepare the student to teach the patient about his surgical condition, and the operative experience.

PA-668  Credits 5
Pulmonary Medicine
This rotation will build on the family practice and internal medicine clinical rotations. The role of the pulmonary medicine consultant, primarily in the inpatient setting will be stressed. The student will refine his or her skills in the assessment and management of acute and chronic respiratory diseases. Appropriate physical assessment and interpretation of diagnostic studies associated with common pulmonary diseases will be explained.

PA-669  Credits 5
Tropical Medicine
Students are exposed to tropical diseases endemic to the area in which they are practicing. However, since technology is not as readily available, methods of diagnosing and treating will need to be adapted to the tropical environment.

PA-670  Credits 5
Neonatology
Students will become familiar with the care of the neonate. Emphasis will be placed on medical problems, development patterns, and care of the neonate in an inpatient setting.

PA-671  Credits 5
Physiatry
The rotation will expose the student to all aspects of physical medicine and rehabilitation. The student will further develop skills necessary to perform a clinical evaluation specific to a patient attempting to restore function. The student will also become familiar with diagnostic studies and treatment options more specific to physiatry.

PA-672  Credits 5
Pediadric Oncology/Hematology
This rotation will expose the student to the inpatient and outpatient care of the oncology patient. The student will become familiar with a wide variety of problems specific to patients with cancer such as the diagnostic criteria for the common area of metastatic disease and recommended treatments of each. The student will also become familiar with treatment modalities such as chemotherapy and radiation therapies.

PA-673  Credits 5
Clinical Trial Research
The student will observe and assist at inpatient, outpatient, and technical research trial procedures thus giving them the experience necessary to evaluate and make appropriate referrals for participation in clinical trials and facilitate and manage the trials themselves. This rotation will also prepare the student to teach the patient about his or her clinical research involvement.

PA-674  Credits 5
Gastroenterology
Students will become familiar with the care of patients with gastrointestinal disorders. Emphasis will be placed on history, physical examination, diagnosis and treatment of adult patients with various gastrointestinal problems. This rotation will include patients requiring treatment on the inpatient unit and in an office setting.

PA-675  Credits 5
Gynecologic Oncology
Students will become familiar with the care of patients with gynecologic malignancies. Emphasis will be placed on history, physical examination, diagnosis and treatment of women with gynecologic malignancies. Rotation will include patients requiring treatment on the inpatient unit, in the operating room and in an office setting.

PA-676  Credits 5
Nephrology
This rotation will expose the student to the care of the patient in need of specialized nephrology and/or hypertensive evaluation and treatment in both the inpatient and outpatient settings. The student will become familiar with a wide variety of medical problems likely to be encountered in a subspecialty based nephrology/hypertension.

PA-677  Credits 5
Burn Surgery
Students will become familiar with the care of the burn patient. The student will become familiar with the different types of burns and the surgical/non-surgical management of burns. This rotation will also expose the student to management of critically ill and surgical patients.

PA-678  Credits 5
Interventional Radiology
GRADUATE PROGRAMS IN CLINICAL AND COUNSELING PSYCHOLOGY
(CHESTNUT HILL COLLEGE PROGRAM)

Dr. David Borsos, Program Administrator
610.282.1100, ext. 1484 or 610.282.0397
BorsosD@chc.edu

All programs described in this section are administered by Chestnut Hill College. Information about academic regulations, administrative procedures, fees, and other issues can be obtained from the Chestnut Hill School of Graduate Studies through the office of the program administrator or via the Chestnut Hill College web site at www.chc.edu/graduate.

Overview
The School of Graduate Studies of Chestnut Hill College, through the Department of Professional Psychology, offers both the Master of Arts (M.A.) and the Master of Science (M.S.) degree in clinical and counseling psychology. These degrees may be earned in one of five areas of concentration: child and adolescent therapy, addictions treatment, marriage and family therapy, trauma studies and treatment of autism spectrum disorders (Philadelphia campus only). Students may elect one of these concentrations or may choose the generalist curriculum, which allows them to distribute their electives among any of the four areas. The Master of Arts (M.A.) degree is awarded to those students who complete a thesis in addition to the other academic and clinical requirements. The M.A./M.S. program in clinical and counseling psychology is also offered on the campus of DeSales University.

The department also offers Post-Master's Certificates of Advanced Graduate Study in Professional Counseling for Licensure Preparation, Post-Master's Certificates of Concentrated Clinical Study, and Post-Master's Certificates of Advanced Graduate Academic Study in each of the five concentration areas. Applicants for these certificate programs must have already earned a master's degree in psychology or a related discipline.

Program Objectives
Chestnut Hill College, through the Department of Professional Psychology, seeks to prepare students pursuing master's degrees in clinical and counseling psychology to become competent and ethical professionals. In accordance with this goal, students are:

1. acquainted with the body of theoretical and empirical knowledge relevant to their course of study;
2. provided with training in the skills needed for professional practice; and
3. prepared for ongoing graduate study in a doctoral program.

In addition, the Master of Arts and the Master of Science degrees meet the graduate degree requirements for students seeking master's licensure in the state of Pennsylvania as either Licensed Professional Counselors (LPC) or Licensed Marriage and Family Therapists (LMFT).

These degrees also meet the master's-level licensure requirements in many other states. Please contact your state licensing board for requirements in your state.

Professional Standards
The Department of Professional Psychology has the responsibility to assure that its graduates are adequately prepared for professional practice. The student is required not only to demonstrate competence in the areas of academic study and clinical training but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program. Students are evaluated regularly in academic, professional and clinical areas and are notified if any problems are observed.

STUDENT DISCLOSURE OF PERSONAL INFORMATION

The following policies about student disclosure of personal information comply with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

Disclosure in Courses

Some courses require students to share personal information, either orally or in writing, germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues and other personal information that could affect clinical and professional development.

Disclosure in Supervision

Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into counter-transference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.

Professional Competence Problems

The faculty is responsible for determining whether each student's emotional stability and interpersonal behavior are suitable for a career in clinical psychology. In general, the student receives feedback in these areas on the Global Review (see below). If the student's behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the faculty will endeavor to discuss the issue with the student before taking further action. If the student's behavior constitutes a breach of professional ethics, or the student's behavior poses a serious threat to clients or to other students, or the student's behavior significantly disrupts the learning process for other students, or the student's behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students are unable to perform training or professionally related activities competently or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program. The department will provide the student and the evaluator a list of questions for which answers are required.

Academic requirements

Students who are accepted into the master's program may choose between the Master of Science (M.S.) and the Master of
Arts (M.A.): The Master of Arts is designed for students who wish to complete a thesis in addition to the other academic and clinical requirements. Both degrees are designed to prepare students to sit for the licensure examination and to apply to doctoral programs.

**Master of Science (M.S.)**

Master of Science (M.S.) students must complete 48 graduate credits. Of these 48 credits, 21 credits come from the Core Curriculum (7 courses) and at least 9 credits come from the field placement.

Students may concentrate in one of five areas or take a generalist curriculum. These credits are distributed in the following manner:

- Addictions Treatment: 12 concentration credits and 6 additional elective credits
- Child and Adolescent Therapy: 12 concentration credits and 6 additional elective credits
- Marriage and Family Therapy: 18 concentration credits
- Trauma Studies: 12 concentration credits and 6 additional elective credits
- Generalist Curriculum: 18 credits selected from any of the concentration or elective courses
- Treatment of Autism Spectrum Disorders: 12 concentration credits and 6 additional elective credits (Philadelphia campus only)

**Master Of Arts (M.A.)**

Students opting for the Master of Arts (M.A.) degree must complete the full curriculum listed above under the Master of Science, plus three additional courses:

- **PSYG 525** Statistical Applications
- **PSYG 520** Thesis Seminar I (510, 525)
- **PSYG 522** Thesis Seminar II (510, 525, 520)

**Curriculum**

Applicants who are non psychology majors will be evaluated on an individual basis. It is recommended students have the following courses as an undergraduate: Introduction to Psychology, Abnormal Psychology, Research Design or Statistics, and any other fourth psychology course. However applicants should discuss the matter with the coordinator during the admission process.

**Core Courses**

These courses are required for all students:

- **PSYG 500** Theories of Counseling and Psychotherapy
- **PSYG 503** Psychopathology (500, may be taken concurrently with 500)
- **PSYG 506** Techniques of Counseling and Psychotherapy I (503)
- **PSYG 508** Techniques of Counseling and Psychotherapy II (506)
- **PSYG 510** Research Design and Methodology
- **PSYG 512** Legal and Ethical Issues in Counseling and Psychotherapy (500, 503)
- **PSYG 514** Development Across the Lifespan: Individual & Family

**Concentration Courses**

**Marriage and Family Therapy** (18 courses required)

- **PSYG 608** Marriage and Family Therapy (required)
- **PSYG 612** Advanced Theories of Marriage and Family Therapy (608) (required)
- **PSYG 614** Marriage and Family Therapy Techniques (608) (required)
- **PSYG 616** Advanced Marriage and Family Therapy Techniques (608) (required)
- **PSYG 618** Human Sexuality and Marriage (required) and one of the following:
  - **PSYG 604** A Systemic Approach to the Problems of Adolescents
  - **PSYG 638** Systemic Treatment of Addictions

**Child and Adolescent Therapy** (all required)

- **PSYG 602** Play Therapy (500)
- **PSYG 604** A Systemic Approach to the Problems of Adolescents
- **PSYG 608** Marriage and Family Therapy
- **PSYG 615** Special Topics (title of course will be included on transcript)

**Addictions Treatment** (12 credits required)

- **PSYG 630** Foundations of Addictive Behaviors (required)
- **PSYG 632** Treatment Approaches to Substance Abuse (630) (required) and two of the following:
  - **PSYG 634** Spirituality of the Twelve Steps
  - **PSYG 636** Special Topics (title of course will be included on transcript)
- **PSYG 638** Systemic Treatment of Addictions

**Trauma Studies** (All required)

- **PSYG 622** Introduction to the Assessment and Treatment of Psychological Trauma
- **PSYG 624** Treatment of Complex Chronic Trauma Responses (622)
- **PSYG 626** Acute Incident Responding: Trauma Prevention and Early Intervention Strategies (622)

**Electives** (note: students may also use concentration courses to fill elective requirements)

- **PSYG 530** Group Therapy
- **PSYG 532** The Role of Culture and Gender in Counseling and Psychotherapy
- **PSYG 536** Psychological Assessment (Strongly recommended, especially for Child & Adolescent concentration) (503)
- **PSYG 540** Introduction to Psychopharmacology
- **PSYG 542** Career Development and Counseling
- **PSYG 544** Eating Disorders
- **PSYG 546** Bereavement Counseling
- **PSYG 645** Special Topics

**Field Experience** (see below for prerequisites)

- **PSYG 705** Practicum (except for MFT students)
- **PSYG 710** MFT Internship I
- **PSYG 715** Internship I
- **PSYG 725** Internship II
- **PSYG 735** Internship III (optional except for MFT students)

Students in the MFT concentration take 710, 725, and 735 and do not take 705. All other students must take 705 first and then 715 and 725. Students may also opt to take 735 if needed.

**Additional Requirements for Master of Arts**

- **PSYG 525** Statistical Applications
- **PSYG 520** Thesis Seminar I (510, 525)
- **PSYG 522** Thesis Seminar II (520)

For other information about post-masters certification, licensure and practicum and internship, please refer to the main graduate catalog for Chestnut Hill College at chc.edu/graduate/programs/catalog
GRADUATE PROGRAM FACULTY

Jane R. Arenas (2009)
Clinical Coordinator,
Physician Assistant Program
B.A., LaSalle University
P.A.-C, certification, Wake Forest University
M.S., Rosalind Franklin University (2001)

Bradley C. Barnhorst (2009)
Assistant Professor of Finance
B.A., Harvard University
M.B.A., The Pennsylvania State University
C.F.A.

Julius G. Bede (1988)
Associate Professor of Mathematics/Computer Science
M.S., Lehigh University
Sc.D., Columbia University (1972)

Rodger Berg (1977, 1980)
Associate Professor of Chemistry
B.S., Muhlenberg College
Ph.D., Lehigh University (1976)

Tricia Bernecker (2006)
Assistant Professor of Nursing
B.S.N., West Chester University
M.S.N., DeSales University
Ph.D., Widener University (2011)

Associate Professor of Biology
B.S., Drexel University
M.S., Ph.D., Hahnemann University (1978)

Todd Bricker (2010)
Associate Professor of Criminal Justice
B.S., M.S., Shippensburg University
Ph.D., Michigan State University (2002)

Associate Professor of Management and Marketing
B.S., Penn State University
M.S., Penn State University
M.A., Wharton School
Ph.D., Wharton School

Christopher Cocozza (2000)
Assistant Professor of Business
B.S., Fordham University
J.D., Fordham University
L.L.M., New York University School of Law (1996)

Joseph Colosi (1982)
Associate Professor of Biology
B.S., Rutgers University
M.A., Ph.D., University of North Carolina (1979)

Patricia Coughlin (2003)
Assistant Professor of Education
B.S., College of Mount St. Vincent
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