GRADUATE
CATALOG
2008-2009
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Lansdale, PA 19446
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Graduate Admissions Office: 610.282.1100.1757

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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
2008-2009
Volume XIX

DeSales University reserves the right to make all necessary changes without notice. This Catalog should not be considered a legal contract.
The Very Reverend Bernard F. O’Connor, OSFS
President

“We provide an education that takes advantage of the advances in technology.”
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THE UNIVERSITY

The University emphasizes academic excellence, individual attention, community experience, mutual concern, and preparation for careers.
DeSales University (the 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.

**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 is firmly and publicly committed to the principles of Roman Catholic doctrine and morality. It also fully recognizes that the search for truth requires an atmosphere of intellectual freedom and that love demands an openness to all that is good. The University distinguishes carefully between the free pursuit of truth, which it guarantees every member of the campus community, and its own commitment to the teaching of the Catholic Church.

**History**

On January 28, 1961, His Holiness, Pope John XXIII, appointed His Excellency, the Most Reverend Joseph McShea, Bishop of the Allentown Diocese, which is composed of Berks, Carbon, Lehigh, Northampton, and Schuylkill Counties in northeast Pennsylvania. Although the diocese already possessed well-organized elementary and high school educational facilities, a study commissioned by Bishop McShea indicated that the system needed to be enlarged. Bishop McShea announced a drive to obtain funds for the expansion of the high school system, and he called attention to the fact that the diocese had no Catholic higher education for men. At his request, the Oblates of St. Francis de Sales agreed to assume responsibility for establishing a liberal arts college to serve this need.

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.
The University

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 available 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 Division

As an extension of its mission, the University has been offering opportunities to pursue advanced study in several areas, many of them multidisciplinary 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 Program 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. Over 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. The Master of Art in Criminal Justice commenced in the Winter of 2005.

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.

Graduate Council

The Graduate Council is composed of the Directors of the graduate programs, the University Librarian, appointed and elected faculty members, and two participating students. The duties of the Council include the review and evaluation of academic policies as they pertain to graduate education, the coordination of the graduate curricula, the exploration and development of graduate education opportunities, and the review and evaluation of pertinent academic regulations.

The Council is chaired by the Dean of Graduate Education.

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 towards the MBA and MSIS degrees are offered at the Easton Area Campus. Information about the courses and the facility is available through the appropriate graduate 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 Campus**

Courses leading towards the MBA, M.Ed., and MSIS degrees are offered at the Lansdale Campus. Information is available through the appropriate graduate program.

**MBA - Lehigh Valley Hospital**

Under an agreement between the two institutions the MBA for Physicians and the MBA/MSN Programs are offered at the Lehigh Valley Hospital, Cedar Crest Boulevard site. Information about these offerings is available through the MBA or MSN Office.

**Counseling Psychology and Human Services Programs**

Under a cooperative agreement Chestnut Hill College offers the Master of Science and Master of Arts 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 Commission on Accreditation of Allied Health Education Programs.

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

**Campus Security**

Campus security is the responsibility of the Office of University Police. Information and crime statistics are available for review by calling 610.282.1100.1514 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.

**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 who has been 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 briefy describe the alleged violation of the regulations.

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.

Graduate Admissions Office

Information and applications for graduate programs at DeSales University can be obtained from the Graduate Admissions Office, 2755 Station Avenue, Center Valley, PA 18034, 610-282-1100 ext. 1757 or gradadmissions@dealses.edu.
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 cannot be 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 twelve 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>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent, and creative thought competently expressed.</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Indicates a good grasp of the course content accompanied by evidence of marked achievement in critical, independent, and creative thought competently expressed.</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Indicates an adequate grasp of the course content accompanied by evidence of minimum achievement in critical, independent, and creative thought competently expressed.</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>F</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>
<td>0.0</td>
</tr>
<tr>
<td>S</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>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Indicates satisfactory completion of an audited course.</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>PO</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>
<td></td>
</tr>
<tr>
<td>FO</td>
<td>Failure on a Pass-Fail option. No credit is awarded and the grade is not computed into the student's GPA.</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>
Academic Regulations

W
Official withdrawal, allowed no later than the date indicated on the calendar of the appropriate graduate program. The grade will become part of the student's permanent record but will not be used in the computation of the GPA.

WP
Official withdrawal with a passing grade at time of withdrawal, allowed no later than the date indicated on the calendar of the appropriate graduate program. The grade will become part of the student's permanent record but will not be used in the computation of the GPA.

WF
Official withdrawal with a failing grade at time of withdrawal, allowed no later than the date indicated on the calendar of the appropriate graduate program. The grade will become part of the student's permanent record but will not be used in the computation of the GPA.

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 fifteen (15) week period. The calendar year is divided into fall, spring, and summer.
· Session refers to instruction within a twelve (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", or "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 1st for the May graduation, June 1st for the September conferral of degrees and October 15th for the January graduation.

Transcripts
A fee of $5.00 will be charged for each transcript of credits. Transcripts of credits will not be issued unless all financial obligations have been satisfied.

Undergraduate Student Participation
Undergraduate students who maintain a GPA of at least 3.0 and attained senior status may complete a total of six graduate credits with the permission of the appropriate department chair and the appropriate graduate program director. The graduate credits earned may be used to satisfy the requirements of both the undergraduate and the graduate degrees.

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 must 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, which violates the letter or spirit of such standards, may result in disciplinary action, ranging from a warning to dismissal. All cases involving such violations will be acted upon by the Graduate Council, 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 work 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 being taken,

e. Use of unauthorized calculators or any other unauthorized aids.

• Collaborating during an in-class examination, test, 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 likewise 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 removing 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 and in a manner he or she deems appropriate, normally resolves 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 case before him/her is beyond question a proven and
unmistakable offense, will present his/her position, hear 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, s/he determines a degree of guilt on the part of the student, s/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 consultation 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. S/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 Graduate Council.

The words “Academic Dismissal” appears on the official transcript of a student who is dismissed for academic reasons.

**Academic Due Process**

The 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 may discuss the grievance with the graduate program director. If the matter is not resolved at that level, the student has recourse to the Dean of Graduate Education.

As a final appeal, the student may request the Graduate Council 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 Graduate Council will normally act upon such an appeal within one month of its receipt. 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.
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 over 1000 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 (Lehigh, Lafayette, Muhlenberg, Moravian, and Cedar Crest), a collection of over 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, email 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. Blackboard is available for asynchronous distance learning.

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 and American Express. Payment of tuition and fees must be made prior to the start of the semester in which you are registered unless you are receiving financial aid or employer reimbursement. If payment is not made prior to the first day of classes for a given session, a Financial Hold will be placed on the student record which will prohibit the student 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, you will have 8 weeks to make payment for the deferred tuition expenses. Please note that even though you are using employer reimbursement, you are still responsible for payment of the deferred amount by the end of the 8 week grace period.

Tuition deferment is also available for students who have applied for financial aid. To be eligible for deferment of your expenses, you will need 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 had 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 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. The Bursar’s Office is open Monday through Thursday from 8:00a.m. to 5:30p.m. and Friday, 8:00a.m. to 5:00p.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 reimbursement 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.
MASTER OF ARTS IN CRIMINAL JUSTICE

Dr. Patrick McGrain, Director
610.282.1100.1466
Patrick.McGrain@desales.edu

The MACJ Program promotes modern theory, fosters ethical standards, and helps career development of professionals interested in the criminal justice system.
The Master of Arts in Criminal Justice (MACJ) program is designed to promote professionalism, teach cutting edge theory and its applications, and foster ethical standards for criminal justice practitioners and academicians. The program emphasizes opportunities for individuals enhancing or seeking their careers in the criminal justice system.

**Learning Outcomes**

When students graduate from the MACJ program, they will be able to demonstrate:

1. Knowledge and perspective about all aspects of the criminal justice system.
2. The ability to research, write, and present findings concerning significant issues in the criminal justice field and related areas of interest.
3. A familiarity with advanced criminological theory applicable to 21st Century society.
4. Awareness of the leadership skills and abilities essential for effective and efficient administration of criminal justice organizations and agencies.
5. Appreciation of a multidisciplinary approach to criminal justice problems, as well as opportunities, through application and use of all of the social sciences.
6. Understanding and appreciation of ethical practices in the field of criminal justice from a perspective that includes the mission and philosophy of DeSales University and the tradition of Christian humanism developed by Saint Francis DeSales.

**Admission Requirements**

Requirements for admission to the MACJ 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 MACJ 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 pm, or on Saturday morning from 9:00am - 12:30pm.

In the 6 week summer session, each course meets twice a week on weekdays from 6:00-9:30 pm.

The actual 2008-2009 Academic Calendar may be found at [www.desales.edu](http://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.

**Application Procedure**

Acceptance into the Program is determined by the Master of Arts in Criminal Justice (MACJ)
Committee for Admissions, Academic Standards, and Policies. Applications are considered at regular Committee meetings throughout the year. Application forms and information about admission can be obtained online or from the Director of the MACJ program.

A complete application will include:

1. A completed Application for Admission.
2. Official transcripts of all college work, undergraduate and graduate.
3. Three (3) letters of recommendation from a previous teacher, a present supervisor, and a person who has known the applicant in a professional capacity.
4. A non-refundable application fee of $35.
5. A letter of application in which the applicant states his/her professional goals and how the program will assist in obtaining these goals. The letter may include any additional information that the applicant requests the Committee to consider.

The director of the MACJ may request an interview with the applicant to discuss his/her application. The Director of the MACJ will submit a recommendation to the Committee based on the interview and application materials. An applicant may take at most six (6) credits during the time his/her application is being considered. Grades in the courses will be considered in the admissions process.

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 MACJ. 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 prior to the first class meeting. The registration process is conducted online utilizing WebAdvisor accessible at www.desales.edu/technology. **First time course registration** must be submitted on a registration form to the MACJ program director accompanied with a one time, non-refundable, non-transferable fee of $75.

Tuition and Fees

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

Late Fee

Registrations must be sent to the Program Director two weeks prior to the start of the course. A fee of $25 will be charged for late registrations.

Refund Amount

Withdrawal after 1\(^{st}\) class: 80% of tuition refunded
Withdrawal after 2\(^{nd}\) class: 65% of tuition refunded
Withdrawal after 3\(^{rd}\) class: 50% of tuition refunded
Withdrawal after 4\(^{th}\) class: 25% of tuition refunded
Withdrawal after 5\(^{th}\) 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. An overall 3.0 GPA for all course work taken at the University for completion of the degree.
3. Resolution of all incomplete grades.
4. Completion of a policy paper.
PROGRAM OF STUDY

The Program of Study consists of the following:

<table>
<thead>
<tr>
<th>Course Type</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**

These courses cover five core areas: criminal justice and juvenile justice processes, criminology, law enforcement, law adjudication, and corrections. Criminal justice and juvenile justice will be an included focus across the curriculum.

**Elective Courses**

The twelve (12) credit elective course requirement supports the specific interest of the candidate in the criminal justice system and related matters.

**Capstone Course**

This course may be taken after the completion of six (6) core and/or elective courses. It will provide the candidate with an opportunity for review, consideration, and application of materials prior to completion of the program. The culminating/evaluative experience will be a research paper of sufficient length and scope to adequately reflect the depth, breadth, and overall perspective of the student concerning criminal justice. The research will be, as a matter of intent, a project that makes a contribution to the criminal justice community.
COURSE DESCRIPTIONS

CJ 501 Advanced Criminology (3 credits)
This course surveys the foundations 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 Research Methods and Evaluation (3 credits)
Acquaints 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 Ethics in Criminal Justice (3 credits)
The subject of ethics in criminal justice has increasingly become 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 Law Enforcement: Administration, Organization and Management (3 credits)
This course surveys the field of law enforcement administration focusing specifically on organization and management. Organizational theory, leadership styles, and decision making skills are researched and discussed. Other topics include budgeting, information systems and their security, and the legal aspects of law enforcement administration. The 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 Issues in Corrections (3 credits)
This course begins with an appreciation that, for centuries, there has been a debate 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 appropriate 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 Issues in Criminal Law (3 credits)
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 Criminal Justice Seminar (3 credits)
Coverage of social science research issues comprising philosophical, theoretical, and methodological perspectives. Prepares students to examine each aspect 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 is the 'how to' of research rather than an abstract discussion of topics. Students utilize 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   Homeland Security in the Age of Terrorism  (3 credits)  
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   Issues in Gender, Race, and Ethnicity  (3 credits)  
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   Forensic Science and the Courtroom  (3 credits)  
A study of the use of rapidly-developing science and technology in the investigation, prosecution, and treatment of offenders. This course examines the admissibility of expert testimony, the possibility of new science undermining old convictions, and the response of the law to new and oftentimes intrusive technology.

J 512   Politics of Crime  (3 credits)  
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 to the extent criminal justice laws and policies are thoroughly and systematically thought out.

CJ 513   Criminal Justice Communication  (3 credits)  
Effective communication is vital to all areas of criminal justice, starting with the skills required to outline an idea, construct an argument, create a vivid case narrative, analyze current research, and use proper grammar. Students refine their writing and reasoning techniques specific to their fields, from composing reports and presentations to research papers, and grant requests. Students have the unique opportunity to work with professionals who specialize in diverse areas of communication, and receive individual assistance in a workshop atmosphere.

CJ 514   Violence, Crime, and Justice  (3 credits)  
Students will learn about violence in several contexts, including crimes such as rape, robbery, and assault, as well as crimes of the collective, including gang violence, school violence, and hate crimes. The goal of the course is to examine the theoretical perspectives behind violent interactions and review options for intervention and prevention of violence.

CJ 515   Topics in Criminal Justice  (3 credits)  
Focus is on the review and exploration of compelling topics in the field of criminal justice. Criminal justice topics will be discussed with guidance from professionals with a variety of criminal justice backgrounds. Emphasis and outcomes will be aimed at a clear understanding of the topics covered including crime scene investigation, identity theft, computer science, organized crime, and juvenile justice.

CJ 516   Criminal Profiling  (3 credits)  
This course offers an overview of criminal profiling as practiced within the F.B.I. framework for Criminal Investigative Analysis, as well as practices utilized by forensic psychologists working with police departments. Students will learn about the methods of identifying the perpetrator of a crime based...
Master of Arts in Criminal Justice (MACJ)

on the nature of the offense and the manner in which it was committed. Particular attention is paid to case analysis and applications within the legal system.
MASTER OF BUSINESS ADMINISTRATION

www.desales.edu/mba
Dr. Mohamed A. S. Latib, Director
610.282.4625
Toll free: 1.888.MBA.EXCEL
mba@desales.edu

The MBA Program develops corporate and community leaders.
The MBA Program is designed to prepare students for leadership positions in the management of business enterprises, government agencies, health care organizations, or not-for-profit organizations. Distinguishing characteristics of the Program are its emphasis on 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 the Christian-Humanist history and traditions of the University. It is the intent of the Program to provide students with the foundations for socially useful and professionally rewarding careers. The training of narrow, technical specialists is not a primary goal; the development of corporate and community leaders is.

**Learning Outcomes**

The MBA 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. More specifically, students will develop/demonstrate:

- an understanding of organizations as complex systems which function within a broader social, political, and economic environment,
- the ability to comprehend the forces at work and to operate within a dynamic, economic, technological, social, legal, and political environment, one increasingly international in scope,
- an enhanced capability to conceptualize, synthesize, and integrate diverse inputs of both quantitative and qualitative data,
- a heightened sensitivity to the subjective, value-laden, ethical dimensions of executive behavior and decision-making within the context of Christian Humanist traditions of the University,
- a greater sensitivity to the complexity and importance of human resources management, and an enhancement of personal leadership skills,
- a theoretically sound yet operationally useful understanding of the various functions of business management, from an integrated, systems perspective,
- an action oriented, graduate level grasp of a professional specialization,
- a graduate level competency in the use of analytical tools and techniques necessary for effective decision-making and problem-solving in complex organizations, and
- the capability to move beyond "mere" problem-solving and more toward becoming creative "opportunity-seekers" in a dynamically changing and increasingly inter-dependent world.

**Admission Requirements**

Requirements for admission to the MBA 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.
- Computer literacy and familiarity with basic, business-oriented software.
- Acceptable score on the Graduate Management Admissions Test (GMAT). The GMAT may be waived for the applicant who presents evidence of a strong undergraduate academic record.
- Two years of work experience is required

All admission decisions and admission related matters must be approved by the MBA 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 prior to 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>Macroeconomic Principles</td>
<td>EC 209</td>
</tr>
<tr>
<td>Microeconomic Principles</td>
<td>EC 210</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>MK 201</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>FN 220*</td>
</tr>
<tr>
<td>Financial Management</td>
<td>FN 331</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>MG 201</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>AB 217</td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>AB 219</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 MBA for Physicians and MBA/MSN programs may substitute the above listed foundation courses by completing FD 505 Foundations in Business. The foundation course is offered in an accelerated sixteen-week session covering six 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 MBA 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 MBA 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 MBA program consists of four sessions, like the following calendar:

- 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.
The actual 2008-2009 Academic Calendar may be found at www.desales.edu.

In the 12 week sessions, courses meet once a week on a weekday evening from 6:00 - 9:30 pm or on Saturday from 9:00 am - 12:30 pm.

In the 6 week summer session each course meets twice a week on weekdays from 6:00 - 9:30 pm.

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, and
• take no more than one distance-education course in each session.

Student Categories
Applicants may be admitted to the MBA 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 Admissions Committee. 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 MBA courses. The applicant must satisfy all admission requirements before enrolling in any additional MBA courses.

Auditing Student Category
The MBA Program Director may permit qualified applicants to audit selected courses. Such applicants must complete the MBA 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.

Application Procedure
Application forms may be obtained from the MBA Program Office, or online. Interested students are encouraged to discuss their background with a Program Coordinator prior to 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.

When all of the materials are received, a member of the MBA 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 MBA degree.
• Aptitude for graduate study.
• Commitment to the ideals associated with
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the management profession.

· Plans for completion of the program.

Completed applications should be submitted at least sixty 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 MBA 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 MBA 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 MBA Committee on Admissions and Academic Standards.

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

Registration
Upon acceptance into the MBA program, students will receive an admission packet that contains login instructions giving them access to WebAdvisor. WebAdvisor is the Web based forum 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
Refund policy is based on 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

Graduation Requirements
The Master of Business Administration Degree will be awarded to candidates who have satisfied the following requirements

· Satisfactory completion of all Foundation Course Requirements.
· Completion of the required twelve graduate level courses (36 credit hours) with a GPA of at least 3.0, and having received no more than two grades below the "B-" level. The required twelve 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 MBA

The MBA Program has continued its commitment to stay in the forefront of education by offering courses completely online. Using the latest technology, students may 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 Health Care Systems Management, International Sport Management, Marketing, Management, Project Management, or Self-Designed Concentrations without ever visiting any of the four physical locations where MBA 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 utilizes Blackboard as downloadable interactive educational software.

Technology Requirements

The following are the minimum technology requirements to access Blackboard:

- Pentium III 500 MHz processor or higher
- Windows XP or newer with critical upgrades recommended by Microsoft, see [http://windowsupdate.microsoft.com](http://windowsupdate.microsoft.com)
- 256 MB of RAM minimum
- 20 MB of free disk space
- CD-ROM or DVD drive
- Super VGA (800x600) or higher-resolution video adapter and monitor
- Sound card with speakers and microphone or headset
- Macintosh users should have Mac OS 9.1/9.2, Mac OS X 10.1/10.2/10.3/10.4 and G3 233 MHz or faster
- High-speed Internet Access
- Browser – Internet Explorer 4.0 or higher, Netscape 4.7
- Microsoft Office 2003 or newer
- Java 2 Runtime Environment version 1.4.1 or higher
- Headphone/speakers and microphone may be required if taking an online class
- Additional plug-ins as required

It is the student’s responsibility to determine, prior to registration, what specific technology the course requires.

E-Mail

Students are required to use email provided by the University.

PROGRAM OF STUDY

In addition to developing an understanding of the sophisticated nature and inter-relationship among the basic functional areas of business, the MBA Program will emphasize executive skills development in the following primary areas:

- Leadership
- Communications
- Decision Making
- Self-Awareness
- Analysis and Synthesis
- Critical Thinking
- Globalization

The Program will utilize 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 an external and international perspective and providing a multi-stakeholder rather than a single-interest advocacy approach. Further, a strategic, long-run perspective will be stressed rather than a short-run, tactical view. Within individual courses, as well as throughout the program, a balance between cognitive and affective learning will be sought. The entire Program will give primacy to matters of ethics and values, as well as to a concern for the rights and responsibilities of business organizations within the context of the broader society of which they are a part.

Program Structure

Beyond the required Prerequisite Foundation Courses, the basic MBA Program structure consists of four "building blocks" as shown below:

- Core Courses
- Concentration Courses
- Elective Course (not applicable for HCSM, CIS, and Self-Design)
- Capstone Integrating Course
Core Courses
CR 501  Financial and Managerial Accounting
CR 502*  Quantitative Methods
CR 503  Business and Society
CR 504  Marketing Management
CR 505  Organization Management
CR 506  Financial Management
CR 507  Executive Skills Development

A minimum of five Core Courses should be completed prior to taking Elective or Concentration courses.
*May be substituted with CR 508 Business Computing

Capstone Integrating Course
CR 510  Policy and Strategy
All students must complete this course and earn a minimum grade of “B”. This course must be taken as the last or second to last course before graduation.

Electives
In addition to the above-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:
(I)  Accounting
(II)  Computer Information Systems
(III)  Finance
(IV)  Health Care Systems Management
(V)  International Sport Management
(VI)  Marketing
(VII)  Management
(VIII)  Project Management
(IX)  Self Design

Accounting Concentration
Successful completion of three courses and one elective are required.
AC 501  Corporate Financial Reporting
AC 502  Auditing Concepts and Practices
AC 503  Advanced Financial Accounting Topics
AC 504  Federal Income Taxation
AC 505  International Accounting
AC 510  Seminar in Accounting
AC 520  Special Topics in Accounting

Computer Information Systems (CIS) Concentration
Successful completion of four courses is required. All students require the following two courses.
IT 525  IT Security
IT 565  Electronic Commerce
Two additional courses are to be selected from the menu of IT offerings available in the MSIS Program. Approval of the MBA Director is required prior to registering for these courses. In addition to the four courses CR 508 Business Computing replaces CR 502 Quantative Methods in the core course requirements.

Finance Concentration
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.
AC 501  Corporate Financial Reporting
FN 501  Investment and Portfolio Management
FN 502  Financial Markets and Institutions
FN 503  Risk Management and Insurance
FN 504  International Financial Management
FN 510  Seminar in Finance
FN 520  Special Topics in Finance

Health Care Systems Management (HCSM) Concentration
Successful completion of a minimum of four courses is required.
HC 501  Foundations of Health Care Systems
HC 502  Fiscal Issues in Health Systems Management
HC 503  Legal Aspects of Health Systems Management
HC 504  Quality Management for Health Care Systems
HC 505  Principles and Strategies for Managed Health Care
HC 506  Community Health Assessment and Planning
HC 507 Contemporary Issues in Health Care Policy
HC 508 Management of Information and Communication Technologies in Health Care Systems

**International Sport Management Concentration**
Successful completion of a minimum of four courses.
SS 520 International Sport & Event Planning
SS 530 International Sport Sponsorship and Promotion
SS 540 Legal Aspects of Sport Studies
SS 550 International Sport Management Institute
SS 600 Special Topics in International Sport Management

**Management Concentration**
Successful completion of a minimum of three courses and one elective is required.
MG 501 Management of Human Resources
MG 502 Organizational Analysis and Design
MG 503 Entrepreneurship
MG 504 Managerial Decision Making
MG 505 International Management
MG 510 Seminar in Management
MG 520 Special Topics in Management

**Marketing Concentration**
Successful completion of a minimum of three courses and one elective is required.
MK 501 Buyer Behavior
MK 502 Advanced Marketing Strategy
MK 503 Marketing Research and Analysis
MK 504 Marketing Simulation
MK 505 International Marketing
MK 510 Seminar in Marketing
MK 520 Special Topics in Marketing

**Project Management Concentration**
Project management is the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of a particular project. Project management is comprised of Five Project Management Process groups – Initiating Processes, Planning Processes and Closing


Successful completions of a minimum of four courses.
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 Concentration**
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 will be particularly useful to those students who prefer to pursue breadth and diversity in their program of study.

**MBA/MSN Program**
The dual degree program provides a well-rounded knowledge of both the clinical and the business side of nursing. Students with BSN or RN degrees are eligible for admission. The program consists of 58 credit hours of course work and can be completed within three years of full time study.
Detailed information can be found in the MSN section of this catalog.

**MBA for Physicians Program**
Through cooperation with the Lehigh Valley Hospital this program has been designed for physicians and other health care professionals. Participants will acquire the knowledge and skills used in today’s health care industry. The program consists of 39 credit hours of study and can be
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completed at the Lehigh Valley Hospital location or on Main Campus.

Information is available through the MBA office.
COURSE DESCRIPTIONS

GRADUATE LEVEL FOUNDATION COURSES

FD 501 Essentials of Economics (3 credits)
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 (3 credits)
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 (3 credits)
The course presents accounting as an information development and communication function that supports decision-making by managers, owners, creditors, and others. Topics include the conceptual framework of financial accounting, statements 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 (3 credits)
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, portfolio management fundamentals, and capital asset pricing.

Prerequisite: FD 501 and FD 503.

FD 505 Foundations in Business (3 credits)
The course consists of six modules: Management, Marketing, Macroeconomics, Microeconomics, Accounting, and Finance covering the materials in FD 501 - FD 504 in an accelerated sixteen week session. Successful completion of the course requires significant amount of independent study. This course is only available to MBA students with graduate degrees and physicians.

CORE COURSES

CR 501 Financial and Managerial Accounting (3 credits)
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.

Prerequisite: FD 503.

CR 502 Quantitative Methods for Business (3 credits)
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  (3 credits)
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  (3 credits)
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.
Prerequisite: FD 502.

CR 505  Organization Management  (3 credits)
The concepts of organizational efficiency and effectiveness, which introduce non-economic variables into the total management equation and 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.
Prerequisite: FD 502.

CR 506  Financial Management  (3 credits)
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  (3 credits)
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 505.

CR 508  Business Computing  (3 credits)
This course will focus on advanced features of integrated Excel spreadsheet applications, and database development using Access to solve business problems. Macro designed 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. (This course can be taken as an alternative for CR 502 Quantitative Methods)

CR 510  Policy and Strategy  (3 credits)
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 utilize the Internet to research business cases, and to provide the opportunity for collaboration with individuals from other nations. Students will bring together their total 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, email, 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: Successful completion of all Core and Concentration Courses.

AREAS OF CONCENTRATION COURSES

ACCOUNTING

AC 501  Corporate Financial Reporting  
(3 credits)
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: Twelve credit hours of undergraduate accounting or CR 501.

AC 502  Auditing Concepts and Practices  
(3 credits)
Conceptual examination of the audit process with linkages to applied aspects of the discipline. Using readings, case studies, and authoritative issuances of regulatory bodies, attention is given to auditing principles and practices against a background of concern for the auditor's legal liability, ethics, and potential for fraud.

Prerequisite: Twelve credit hours of undergraduate accounting and CR 501.

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

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

AC 504  Federal Income Taxation: Concepts and Applications  
(3 credits)
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  
(3 credits)
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 problems 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  
(3 credits)
An in-depth exploration of a topical aspect of 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 recommended.

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

Prerequisite: Instructor's permission.

COMPUTER INFORMATION SYSTEMS

See MSIS section for detailed descriptions.

FINANCE

FN 501  Investment and Portfolio Management  
(3 credits)
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, CR 502, and CR 506.

FN 502 Financial Markets and Institutions (3 credits)
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: Instructor’s permission.

FN 503 Risk Management and Insurance (3 credits)
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 recommended.

FN 504 International Financial Management (3 credits)
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 multi-national enterprise.
Prerequisite: CR 501 and CR 506. FN 502 recommended.

FN 510 Seminar in Finance (3 credits)
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 (3 credits)
A course tailored to special interests of students and faculty may be offered when demand warrants.
Prerequisite: Instructor’s permission.

HEALTH CARE SYSTEMS MANAGEMENT

HC 501 Foundations of Health Care Systems (3 credits)
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 part of presents a descriptive analysis of the continuum of health care services: from primary care to long-term care. Emphasis is given to the organization of health services and the delivery of services within these systems. The second part 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. Also standards and guidelines for the accreditation of health care organizations, as well as specific quality assessment, management, and performance indicators.

HC 502 Fiscal Issues in Health Systems Management (3 credits)
This course presents the theoretical and applied aspects of health care finance. The course 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.

**HC 503 Legal Aspects of Health Systems Management** (3 credits)
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.

**HC 504 Issues in Quality Management for Health Care Systems** (3 credits)
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 will encompass topics such as Joint Commission on the Accreditation of Hospital Organizations standards, applications of total quality improvement, critical pathways, and the use of outcome measures in health services delivery.

**HC 505 Principles and Strategies for Managed Health Care** (3 credits)
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.

**HC 506 Community Health Assessment and Planning** (3 credits)
This is a survey course divided in two sections. The first part 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.

**HC 507 Contemporary Issues in Health Care Policy** (3 credits)
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.

**HC 508 Management of Information and Communication Technologies in Health Care Systems** (3 credits)
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. Utilization of telecommunication technologies to share medical information and education among health care institutions will also be explored.

MANAGEMENT

MG 501 Management of Human Resources (3 credits)
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 (3 credits)
An introduction to open systems theory and other approaches useful for the nature, operation, and effectiveness of purposive organizations. Topics to be emphasized 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 (3 credits)
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, CR 504, and CR 506 recommended.

MG 504 Managerial Decision-Making (3 credits)
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 qualitatively oriented tools, techniques, and approaches to the management level decision-making process will be explored. The role of managerial experience, judgment, and intuition will be given special attention.
Prerequisite: CR 505.

MG 505 International Management (3 credits)
A survey course, which will deal with both comparative management systems and philosophies, and the unique management challenges facing the multi-national firm.
Prerequisite: Successful completion of all Core Courses.

MG 510 Seminar in Management (3 credits)
An in-depth study of selected topics in management with a balance of both theoretical and applied perspectives. A review of some of the classic writings in management or the history of management development would be illustrative of topics appropriate for treatment in this seminar setting, as would be various other topics introduced but not explored in depth in other courses.
Prerequisite: Successful completion of all Core Courses.

MG 520 Special Topics in Management (3 credits)
A course tailored to special interests of students and faculty that may be offered when demand warrants.
Prerequisite: Varies with topics.

MARKETING

MK 501 Buyer Behavior (3 credits)
An analysis of interaction among the major social, cultural, psychological, and economic influences on the behavior of the buyer, in both the consumer and industrial sectors. The application of
behavioral principles to the development of effective marketing strategies will be explored.
Prerequisite: CR 504.

**MK 502 Marketing Strategy** (3 credits)
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 marketing plan.
Prerequisite: Completion of all Core Courses.

**MK 503 Marketing Research** (3 credits)
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, interpretation and use of data. The use of models, simulations, and other research tools and techniques will also be examined. The perspective will be that of the user of marketing research products.
Prerequisite: CR 504.

**MK 504 Marketing Simulation** (3 credits)
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 numerous variables, which affect key marketing decisions. Normally, student teams compete by making decisions about price levels, production levels, promotion policies, distribution systems, product features, research budgets, etc. which affect their company and/or industry.
Prerequisite: Completion of all Core Courses.

**MK 505 International Marketing** (3 credits)
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 decision-making processes, determining 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 multinational firm.
Prerequisite: MK 501 and MK 502.

**MK 510 Seminar In Marketing** (3 credits)
An in-depth study of selected, contemporary topics in marketing, with a balance between the theoretical and applied perspectives. Disciplinary foundations of marketing will be stressed.
Prerequisite: MK 501 and MK 502.

**MK 520 Special Topics in Marketing** (3 credits)
A course tailored to special interests of students and may be offered when demand warrants.
Prerequisite: Instructor’s permission.

**INTERNATIONAL SPORT MANAGEMENT**

**SS 520 International Sport and Event Planning** (3 credits)
This course examines the facility master planning process, program requirements for indoor and outdoor facilities, and design trends. In addition, comprehensive event planning/management for athletic, recreational and special events will be investigated and compared with those from the U.S. and other countries.

**SS 530 International Sport Sponsorship and Promotion** (3 credits)
Basic principles of marketing to the international sport industry are examined. Specifically, sport promotions and securing corporate sponsorships for international sport events. Topics will include the unique nature of sport promotions, sport consumers and their behaviors, the sport product and its elements, sport marketing research, and sport sponsorship strategies.

**SS 540 Legal Aspects of Sport Studies** (3 credits)
This course facilitates student understanding of the basic tenets of contract and tort law, familiarity with the latest court decisions and legislation, and knowledge of the implications of legal liability in sport management. Comparisons of law pertinent to sport in the U.S. and other countries will be made. Students are provided with the requisite legal knowledge and sensitivity necessary to function within a professional environment.
SS 550  International Sport Management Institute  (3 credits)
Students review and discuss relevant resources on a specific sport management issue, develop research questions, and work to answer them. Students will travel overseas accompanied by the course instructor where research will be conducted on the sport management issue. The course culminates with a research report and presentation.

SS 600  Special Topics in International Sport Management  (3 credits)
Advanced research and study of specialized subjects in international sport management.

PROJECT MANAGEMENT

PM 501  Project Management Essentials  (3 credits)
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 through Harvard cases. Topics to be addressed include the selection and role of the project manager, organization and planning, budgeting and cost estimation, scheduling and resource allocation among multiple projects, monitoring, controlling, auditing, and terminating projects.

PM 502  Project Management for eBusiness  (3 credits)
This course will explore the emerging issues of project management in an e-commerce or e-business environment. The course will examine real world examples of project management activity in e-commerce applications and companies. The relevant characteristics for e-Business activity with respect to project management will be discussed.

PM 506  Scope and Cost Management  (3 credits)
The course addresses project management from a management perspective. Specifically it will consider project scope (planning), project cost (budgeting), and the issues associated with selecting 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, and scope control, cost estimating, cost budgeting, and cost control.

Prerequisites: Successful completion of all Foundation Courses, PM501 or instructor's permission.

PM 507  Risk Management  (3 credits)
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.

Prerequisites: Successful completion of all Foundation Courses, PM501 or instructor's permission.

PM 508  Contract Management  (3 credits)
This course examines the use of outsourcing contract management and the issues of defining scope and allocating responsibilities for contracted cost, as well as 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.

Prerequisites: PM501 and proficiency in MS Project 2003.

PM 509  Integrating Quality into your Project Methodologies  (3 credits)
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.

Prerequisites: Successful completion of all Foundation Courses, PM501 or instructor's permission.

**PM510 Advanced Project Management & PMP Certification Exam Preparation** (3 credits)

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.

Prerequisites: Successful completion of 3 Project Management courses.

**ELECTIVES**

MBA 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** (3 credits)
The application of economic theory to the analysis of managerial problems.

**EC 502 Managerial Statistics** (3 credits)
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: Undergraduate statistics.

**EC 503 Macroeconomic Analysis** (3 credits)
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.

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

**EC 505 Consumer Behavior in an E-Commerce Environment** (3 credits)
This course explores consumer behavior specifically in relation to technology and e-commerce. Issues such as: How is the decision making process different in an e-commerce environment? How will business build relationships with customers in a virtual economy? will be investigated. Review the differences between the Web and the traditional media, demographics, usage, and trends. Latest research and its relation to current business practices. (May not be taken if MK 501 has been completed.)

**EC 506 Introduction to E-Commerce and the Digital Economy** (3 credits)
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 (in some cases replacing) traditional commerce. In the process it is creating new opportunities and challenges for today’s Businesses as well as creating new market structures.
EC 507  The Internet and the Information Superhighway  (3 credits)
Focus is on the history of Internet and it affects on a traditional business model. Students explore the tools, skills, business and social implications of the emergence of e-commerce in cyberspace.

EC 508  Electronic Commerce Models  (3 credits)
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.

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

EC 510  Seminar in E-Commerce  (3 credits)
An in-depth study of advanced topics in E-Commerce with a balance between theoretical and applied perspectives.

EC 511  International Business and Economics  (3 credits)
An interdisciplinary application of business, and economic theory and practice to the international sphere of operations.
Prerequisite:  CR 501-506.

EC 520  Special Topics in E-Commerce  (3 credits)
A course tailored to the special interest of students and may be offered when demand warrants.
Prerequisite: Instructor’s permission.

EL 501  Management Information Systems  (3 credits)
An examination of theory and practice related to the flow of, access to, and utilization of information in an organization. The evolving metaphor which views organizations as information processing networks and learning organisms will be evaluated from a managerial perspective.

EL 502  Organizational Systems  (3 credits)
Advanced application of "open systems theory" to the understanding of human organizations.
Prerequisite: Successful completion of all Core Courses and MG 502.

EL 503  Management of Not-For-Profit Organizations  (3 credits)
An examination of management principles and practices as applied to the non-profit sector. Consideration of leadership in this special environment, motivation of staff and volunteers, the influence of the founder(s) and the governing board, and alternative structures will be considered.

EL 504  Business History  (3 credits)
The evolution of the corporation, of management theory, and practice in the US economic, social, political, and legal systems.

EL 506  Legal Environment of Business  (3 credits)
Constraints on and opportunities for business enterprises posed by the U.S. legal system, from a managerial perspective.
Prerequisite: Successful completion of all Prerequisite Foundation Courses or instructor's permission.

EL 507  Small Business Management  (3 credits)
Application of management principles and practices to the small business enterprise.
Prerequisite: Successful completion of all Core Courses, or instructor's permission.

EL 508  Production and Operations Management  (3 credits)
An exposure to the principles and practices of production and operations management. Application of advanced, quantitative decision techniques is included. A managerial perspective is stressed.
Prerequisite:  CR 502. EC 501 and EC 502 recommended.
**EL 509  Labor-Management Relations**  
(3 credits)  
A survey of the evolution of labor-management relations in the U.S. corporate sector. Prerequisite: Successful completion of all Prerequisite Foundation Courses or instructor's permission.

**EL 516  The Free Enterprise System**  
(3 credits)  
A survey of alternative economic systems with an emphasis on the strengths and weaknesses of the Free Enterprise system. Prerequisite: Successful completion of all Prerequisite Foundation Courses.

**EL 550  Special Topics**  
(3 credits)  
An in-dept exploration of a special topic(s) of interest to selected faculty and graduate students. Prerequisite: Instructor’s permission.

**EL 600  Independent Study/Research/Special Projects**  
(3 credits)  
To be used for faculty supervised independent study, special projects, or research. Prerequisite: Permission of the instructor and Program Director.
GRADUATE PROGRAMS IN EDUCATION

Dr. Lujean Baab, Director
610.282.1100.1739
MEd@desales.edu

The Graduate Programs in Education emphasize professional development through inquiry, reflection, and the application of research-based methods to improve teaching and learning.
The Graduate Programs in Education foster teacher professional development through inquiry, reflection, and the application of research based methods to improve teaching and learning. Building on undergraduate studies and teaching experience, the programs aim to broaden theoretical and practical knowledge of educational professionals. Participants in the programs critique, discuss, and engage in educational research. The use of technology as an instructional tool and motivational device to enhance and extend learning is emphasized. Our graduates are well-prepared to address ethical concerns in the profession and to serve as informing voices in the development of educational policy.

A candidate may pursue one of the following degrees:

**Master of Education Degrees** (Initial Certification)

- M.Ed. in Academic Standards (with Initial Certification in Elementary Education)
- M.Ed. in Special Education (with Initial Certification)

**Master of Education Degrees** (Teachers with current Instructional I or II certification)

- M.Ed. in Academic Standards and Reform
- M.Ed. in Biology
- M.Ed. in Chemistry
- M.Ed. in English
- M.Ed. in Mathematics
- M.Ed. in Special Education (degree only)
- M.Ed. in Special Education (with additional Special Education certification)
- M.Ed. in Technology in EducationK-12 (with ITS Certification)
- M.Ed. in Teaching English to Speakers of Other Languages (TESOL) (with ESL endorsement)

**Certificate Programs**

- English as a Second Language Program Specialist (ESL)
- 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/med](http://www.desales.edu/med).

**Learning Outcomes**

The Graduate Programs in Education enable students to demonstrate:

- subject matter competence,
- teaching effectiveness,
- facility in the use of technology to improve education, and
- strategies to address current issues faced by educators in today's society.

**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.
Graduate Programs in Education

2. Three recommendations from professionals who have known the applicant for at least six months and can attest to the candidate’s preparedness for graduate studies.

3. A letter articulating the applicant’s professional goals that will be used as writing sample for consideration of application. See additional information under Application Procedure.

4. Non-native speakers of English must demonstrate spoken and written English language proficiency.

Individuals with special needs or goals may be considered for admission and are encouraged to apply.

Prerequisite Admission Requirements, for Initial Certification in Academic Standards K-6 and Special Education Programs

1. Meet the General Admission Requirements.
2. Complete three credits in college-level English Composition and three credits in American or British Literature.
3. Complete six credits in college-level mathematics.
4. Complete or audit three credits in human development, child psychology, and child development. Students may satisfy this requirement by passing the CLEP exam.
5. Complete or audit three credits in Education Psychology.
6. Complete three credits in US 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/med online.

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.
4. Copies of Teaching Certificates, (if applicable).
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 prior to 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.

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

International Students
In addition to the criteria described in the Academic Regulations section, an international student (F-1 visa) needs to
- maintain full student status,
- carry at least one classroom based course in each semester, and
- take no more than one distance-education course in each semester.

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 ($35 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.

Academic Schedule
The Academic Year of the M.Ed. 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 session, each course meets once each week on a weekday evening from 5:30 - 9:00pm for three-credit courses and generally on two days from 9:00am – 5:00pm for one-credit courses.
The course schedules will vary in the six week summer session and are announced prior to 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 week-ends. Schedules for these formats will be announced with the session schedule and will be available on the WebAdvisor prior to registration.
The actual 2008-2009 Academic Calendar may be found at www.desales.edu.
**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 prior to 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](http://www.desales.edu/webadvisor). New students or those studying for ACT 48 credit will need to contact the M.Ed. secretary for registration information.

**Tuition and Fees**

Tuition and Fees are available at [www.desales.edu](http://www.desales.edu).

**Refund Amount**

Three-Credit Courses:

- 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

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.

**E-Mail**

Students are required to use email provided by the University.

**Commonwealth of Pennsylvania Certification Requirements**

In accordance with the Commonwealth’s Act 34 of 1985, background checks are required of all new employees of public and private schools.

Initial and additional Certifications require passing a series of PRAXIS tests. Contact the Director of M.Ed. Programs for additional information.

**PROGRAM 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** (1 credit)

Specific programs may have particular prerequisite requirements. Please see individual programs of study for those prerequisite requirements. In addition, all M.Ed. graduate students, within the first 12 credits must take ED 577 Research Tools (1 credit)

Prerequisite course credits are not included in total credit requirements for program completion.
Core Courses  
(9 credits)
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 577, ED 501 and 24 credits in the program before registering for ED 600.

In place of ED 600, students may elect 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 prior to 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, M.Ed. Programs.
ACADEMIC STANDARDS K-6 WITH INITIAL CERTIFICATION
IN ELEMENTARY EDUCATION PROGRAM

Department of Education
610.282.1100.1461
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 prior to admission but should be completed early in the program and must be completed prior to student teaching.

Program Requirements

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>(25 credits)</th>
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</thead>
<tbody>
<tr>
<td>Compositions and Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits</td>
</tr>
<tr>
<td>US History Course</td>
<td>3 credits</td>
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<tr>
<td>Educational Psychology (may be audited)</td>
<td>3 credits</td>
</tr>
<tr>
<td>PS 240 Human Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>or PS 245 Child Psychopathology</td>
<td>3 credits</td>
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<tr>
<td>or equivalent (may be audited)</td>
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<tr>
<td>ED 500 Best Practices in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 577 Research Tools</td>
<td>1 credit</td>
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<table>
<thead>
<tr>
<th>Core Courses</th>
<th>(9 credits)</th>
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</thead>
<tbody>
<tr>
<td>ED 501* Educational Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 504 Philosophy and Ethics in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED/ES 507 Teaching Diverse Learners</td>
<td>3 credits</td>
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<tr>
<td>or Classroom Management</td>
<td>3 credits</td>
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<table>
<thead>
<tr>
<th>Major Courses</th>
<th>(19 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE 513 Teaching Literacy Standards K-3</td>
<td>3 credits</td>
</tr>
<tr>
<td>EE 514 Teaching Literacy Standards 4-8</td>
<td>3 credits</td>
</tr>
<tr>
<td>EE 515 Teaching Social Studies Standards K-6</td>
<td>3 credits</td>
</tr>
<tr>
<td>EE 536 Teaching Science and Technology Standards K-6</td>
<td>3 credits</td>
</tr>
<tr>
<td>EE 543 Teaching Arts Standards K-6</td>
<td>3 credits</td>
</tr>
<tr>
<td>EE 546 Teaching Mathematics Standards K-6</td>
<td>3 credits</td>
</tr>
<tr>
<td>EE 548 Teaching Health, Safety and Physical Education Standards K-6</td>
<td>1 credit</td>
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<table>
<thead>
<tr>
<th>Capstone Course</th>
<th>(3 credits)</th>
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<tbody>
<tr>
<td>ED 600 Critical Issues and Research Seminar</td>
<td></td>
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<tr>
<td>or EE 600 Capstone Project: Elementary Education</td>
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</tbody>
</table>
Students must complete all prerequisite courses, all major courses and pass the required Praxis exams prior to taking Elementary Education Student Teaching (ED 440, 442, 444, 446).

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

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>(1 credit)</th>
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<tbody>
<tr>
<td>ED 577</td>
<td>Research Tools</td>
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</tbody>
</table>

**Core Courses** (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 501*</td>
<td>3 credits</td>
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<tr>
<td>ED 503</td>
<td>3 credits</td>
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<tr>
<td>ED 504</td>
<td>3 credits</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Major Courses</th>
<th>(18 credits)</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>Capstone Course</th>
<th>(3 credits)</th>
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</thead>
<tbody>
<tr>
<td>ED 600 Critical Issues and Research Seminar or EE 600 Capstone Project: Elementary Education</td>
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</tbody>
</table>
The Master of Education in Biology Program is designed to present teachers with the latest advances in the field of biology. The rapid evolution of the biological sciences has resulted in numerous advances in knowledge and technology. These technological advances have been accompanied by the development of numerous innovative laboratory-teaching programs. A graduate of this Program will be able to design and teach an innovative high school biology curriculum with appropriate investigative laboratory exercises.

This program is designed for but not limited to teachers holding certification in Science-Biology 7-12 and will not prepare teachers for certification.

### Program Requirements

<table>
<thead>
<tr>
<th><strong>Prerequisite Course</strong></th>
<th>(1 credit)</th>
<th><strong>Core Courses</strong></th>
<th>(9 credits)</th>
<th><strong>Major Courses</strong></th>
<th>(12 credits)</th>
<th><strong>Capstone Course</strong></th>
<th>(3 credits)</th>
<th><strong>Elective Courses</strong></th>
<th>(6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 577</td>
<td>Research Tools</td>
<td>1 credit</td>
<td>BI 540</td>
<td>Molecular Biology for Teachers</td>
<td>3 credits</td>
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<tr>
<td>ED 545</td>
<td>Toxicology for Teachers</td>
<td>3 credits</td>
<td>BI 545</td>
<td>Toxicology for Teachers (May be taken as CH 545)</td>
<td>3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 501*</td>
<td>Educational Research</td>
<td>3 credits</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ED 503</td>
<td>Advanced Topics in Education</td>
<td>3 credits</td>
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</tr>
<tr>
<td>ED 504</td>
<td>Philosophy and Ethics in Education</td>
<td>3 credits</td>
<td>BI 600</td>
<td>Capstone Project: Biology or Critical Issues and Research Seminar</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BI 510</td>
<td>Cell Biology for Teachers</td>
<td>3 credits</td>
<td></td>
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</tr>
<tr>
<td>BI 515</td>
<td>Plant Biology for Teachers</td>
<td>3 credits</td>
<td></td>
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<td></td>
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<tr>
<td>BI 520</td>
<td>Environmental Science for Teachers</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>BI 525</td>
<td>Physiology for Teachers</td>
<td>3 credits</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BI 530</td>
<td>Biochemistry for Teachers (May be taken as CH 530)</td>
<td>3 credits</td>
<td></td>
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</tr>
</tbody>
</table>

*ED 501 Educational Research must be taken within two semesters of the capstone course.*
The Master of Education in Chemistry Program is designed for chemistry teachers to improve their knowledge in the traditional areas of the high school chemistry curriculum. A graduate of the Program is able to offer leadership in the development of a high school chemistry curriculum and to teach a College Entrance Examination Board Advanced Placement course in chemistry.

This program is designed for but not limited to teachers holding certification in Science-Chemistry 7-12 and will not prepare teachers for certification.

### Program Requirements

**Prerequisite Course**
- **ED 577** Research Tools (1 credit)

**Core Courses**
- **ED 501** Educational Research (3 credits)
- **ED 503** Advanced Topics in Education (3 credits)
- **ED 504** Philosophy and Ethics in Education (3 credits)

**Major Courses**
- **CH 510** General Chemistry for Teachers (3 credits)
- **CH 515** Analytical Chemistry for Teachers (3 credits)
- **CH 520** Physical Chemistry for Teachers (3 credits)
- **CH 525** Organic Chemistry for Teachers (3 credits)
- **CH 530** Biochemistry for Teachers (May be taken as BI 530) (3 credits)
- **CH 545** Toxicology for Teachers (May be taken as BI 545) (3 credits)

**Capstone Course**
- **CH 600** Capstone Project: Chemistry (3 credits)

**Elective Courses**
- **ED 600** Critical Issues and Research Seminar (6 credits)

Six elective credits may be chosen from the Major Courses listed above or from any other courses with the approval of the Director of M.Ed. Programs.

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

Department of Humanities
610.282.1100.1372
MEd@desales.edu

The Master of Education in English Program is designed to provide teachers in today's secondary school classrooms with the methods and materials to help their students become better readers and writers. Courses focus on teaching literature in the context of the cultural matrix from which it originated with special attention to the visual arts for a visual generation of students. Courses emphasize teaching the writing process as a mode of expression along with collaborative learning appropriate to adolescent students.

This program is designed for but not limited to teachers holding certification in English 7-12 and will not prepare teachers for certification.

Program Requirements

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>(1 credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 577  Research Tools</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>(9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 501* Educational Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 503 Advanced Topics in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 504 Philosophy and Ethics in Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Courses</th>
<th>(12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 510 Teaching British Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>EN 515 Teaching Romantic and Post-Romantic British Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>EN 520 Teaching Contemporary World Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>EN 530 Teaching the American Romantics and Their Predecessors</td>
<td>3 credits</td>
</tr>
<tr>
<td>EN 535 Teaching the American Dream</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

| EN/ES 540 Linguistics for Teachers     | 3 credits   |
| EN 542 Teaching the Literature of Africa & African America | 3 credits |
| EN 550 Teaching Writing               | 3 credits   |
| EN 555 Teaching Film in the English Classroom | 3 credits |

<table>
<thead>
<tr>
<th>Capstone Course</th>
<th>(3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 600 Capstone Project: English</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED 600 Critical Issues and Research Seminar</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>(6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six elective credits may be chosen from the Major Courses or from other M.Ed. courses with the approval of the Director of M.Ed. Programs.</td>
<td></td>
</tr>
</tbody>
</table>

*ED 501 Educational Research must be taken within two semesters of the capstone course.
The Master of Education in Mathematics Program provides the secondary teacher with the breadth and depth of mathematics appropriate for teaching grades 7-12, including the University Entrance Examination Board Advanced Placement course in Calculus. The Program emphasizes foundations of the secondary curriculum, as well as innovative approaches for teaching these topics. Courses feature the use of technology to enhance the teaching and learning of mathematics.

This program is designed for but not limited to teachers holding certification in Mathematics 7-12 and will not prepare teachers for certification.

**Program Requirements**

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>(1 credit)</th>
<th>Core Courses</th>
<th>(9 credits)</th>
<th>Major Courses</th>
<th>(12 credits)</th>
<th>Elective Courses</th>
<th>(6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 577 Research Tools</td>
<td>1 credit</td>
<td>ED 501* Educational Research</td>
<td>3 credits</td>
<td>MA 510 Teaching Calculus: Analysis I</td>
<td>3 credits</td>
<td>Six elective credits may be chosen from the Major Courses or from any of the M.Ed. courses with the approval of the Director of M.Ed. Programs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED 503 Advanced Topics in Education</td>
<td>3 credits</td>
<td>MA 515 Teaching Calculus: Analysis II</td>
<td>3 credits</td>
<td>*ED 501 Educational Research must be taken within two semesters of the capstone course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ED 504 Philosophy and Ethics in Education</td>
<td>3 credits</td>
<td>MA 520 Discrete Mathematics in the Secondary Curriculum</td>
<td>3 credits</td>
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<td></td>
<td>MA 525 Geometry for Mathematics Teachers</td>
<td>3 credits</td>
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<td></td>
<td>MA 530 Probability and Statistics for Mathematics Teachers</td>
<td>3 credits</td>
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<td></td>
<td></td>
<td>MA 590 Special Topics in Mathematics</td>
<td>3 credits</td>
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<td></td>
<td></td>
<td></td>
<td>MA 600 Capstone Project: Mathematics</td>
<td>3 credits</td>
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<td></td>
<td></td>
<td>or ED 600 Critical Issues and Research Seminar</td>
<td>3 credits</td>
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</tr>
</tbody>
</table>

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

Department of Education
610.282.1100.1461
MEd@desales.edu

The Master of Education in Special Education Program prepares educators to work with children and youth who have a variety of mild/moderate disabilities. The program emphasizes application of theory into practice, incorporation of reflective problem solving, collaboration with schools and other agencies, and participation in field-based research.

There are three options available to individuals whose career goals include working with special education populations.

**Master of Education in Special Education**

This option is for teachers holding Instructional I Certification and desiring to pursue advanced studies in Special Education.

**Master of Education in Special Education with additional Certification**

This option is for teachers holding Instructional I Certification, and desiring to earn a M.Ed. as well as certification in Special Education N-12 as an additional certification. This certification requires a 12-week internship experience under a University supervisor and cooperating teacher.

**Master of Education in Special Education with Initial Certification**

This option is for the person who wants to pursue the M.Ed. degree and teacher certification in Special Education N-12. Entering this option requires an undergraduate degree and a 14-week student teaching experience.

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, 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 prior to admission but should be completed early in the program and teaching.

**Master of Education in Special Education (Degree Only)**

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>(1 credit)</th>
<th>Core courses</th>
<th>(9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 577 Research Tools</td>
<td>1 credit</td>
<td>ED 501* Educational Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 504 Philosophy and Ethics in Education</td>
<td>3 credits</td>
<td>ED/ES 507 Teaching Diverse Learners</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Courses</th>
<th>(15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE 502 Learning and Behavior Challenges</td>
<td>or 3 credits</td>
</tr>
<tr>
<td>SE 504 Moderate and Severe Disabilities</td>
<td>3 credits</td>
</tr>
<tr>
<td>SE 508 Collaboration and Consultation</td>
<td>3 credits</td>
</tr>
<tr>
<td>SE 510 Special Education Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>SE 514 Instructional Adaptations and Modifications</td>
<td>3 credits</td>
</tr>
<tr>
<td>SE 518 Positive Behavior Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Graduate Programs in Education

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

**Elective Courses** 3 credits
Three elective credits may be chosen from the Major Courses or from any of the M.Ed. courses with the approval of the Director of M.Ed. Programs.

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

**Master of Education in Special Education with Additional Certification**

**Prerequisite Course** (1 credit)
- ED 577  Research Tools 1 credit

**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

**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

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

---

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 Educational 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**

**Prerequisite Courses** (22 credits)
- 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
- ED 577  Research Tools 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

**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
### Graduate Programs in Education

#### 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 prior to taking Special Education Student Teaching (ED 420, 422, 424, 426).**
The Master of Education in TESOL is designed to provide educators with knowledge of English perceived 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 Course**

(1 credit)

Instructional I or II Teacher Certification
ED 577 Research Tools 1 credit

**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**

(18 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)

ES 600 Capstone Project: TESOL
or
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
(ESL)

Department of Education
610.282.1100.1461
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
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 prior to the start of their first online course. Information on the orientation is provided new students prior to the start of each session.

### Program Requirements

#### Prerequisite Courses (4 credits – not counted in program credit requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 500</td>
<td>Computer Tools for Educators (may be satisfied by portfolio)</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 577</td>
<td>Research Tools</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

#### Core Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 501*</td>
<td>Educational Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 504</td>
<td>Philosophy and Ethics in Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ED 508</td>
<td>Law and Media in Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 525**</td>
<td>Software Collections</td>
<td>3 credits</td>
</tr>
<tr>
<td>CE 530**</td>
<td>Computers in the K-12 Curriculum</td>
<td>3 credits</td>
</tr>
<tr>
<td>CE 536**</td>
<td>Networking and Microcomputer Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>CE 550**</td>
<td>Multimedia Classroom Applications</td>
<td>3 credits</td>
</tr>
<tr>
<td>CE 553**</td>
<td>Web Design for Educators</td>
<td>3 credits</td>
</tr>
<tr>
<td>CE 555**</td>
<td>Management of Technology Resources</td>
<td>3 credits</td>
</tr>
<tr>
<td>CE 556**</td>
<td>Distance Education and Emerging Technologies</td>
<td>3 credits</td>
</tr>
<tr>
<td>CE 599**</td>
<td>Instructional Technology Specialist Internship (for certification only)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Courses are required for ITSC certification only.**

### Capstone Course (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 600</td>
<td>Capstone Project: Technology in Education</td>
</tr>
<tr>
<td>ED 600</td>
<td>Critical Issues and Research Seminar</td>
</tr>
</tbody>
</table>

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

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**Graduate Programs in Education**

**TECHNOLOGY IN EDUCATION K-12 w/ INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATE**

**Online Program**

Department of Education
610.282.1100.1461
MED@desales.edu
COURSE DESCRIPTIONS

Key to Courses
BI – Biology  EN – English
CE – Technology  ES – ESL/TESOL
CH – Chemistry  MA – Mathematics
ED – Education  SE – Special Education
EE – Elem. Education

PREREQUISITE COURSES

CE 500  Computer Tools for Educators  (3 credits)
Designed to develop basic computer skills in the following areas: Microsoft Windows, word processing, spreadsheet, database, Internet, desktop publishing, multimedia, and graphics. Students learn applications to increase educator productivity, and methods of integrating computer skills into the curriculum to increase student productivity and learning. May be satisfied by portfolio documentation.

ED 500  Best Practices in Education  (3 credits)
Provides the prospective educator with an understanding of research-based strategies for assuring equal education opportunity for all students. Focus is on the instructional environment, teaching strategies, motivation, classroom management, assessment, and evaluation. May be satisfied by portfolio documentation.

ED 577  Research Tools  (1 credit)
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.

CORE COURSES

ED 501  Educational Research  (3 credits)
An introduction to theory and practice of educational research. Students identify elements of a research report, compare and critique research methodologies, and interpret and analyze research findings. Students design an action research project and prepare a proposal for research to be conducted in capstone course.
Prerequisite:  ED 577

ED 503  Advanced Topics  (3 credits)
A survey of current topics and challenges to effective teaching in today’s classrooms including but not limited to; universal design, differentiated learning, alternative and authentic assessment, service learning in K-12 and professional development, preparing students for global citizenship, and establishing communities of practice to support teachers as leaders of change.

ED 504  Philosophy and Ethics in Education  (3 credits)
A systematic study of the way philosophy illumines 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/ES 507  Teaching Diverse Learners  (3 credits)
A study of the knowledge, skills, and strategies that enables teachers to facilitate learning for students from various linguistic and cultural backgrounds. Teaching students in need of learning support are also considered. Topics include language use, literacy and biliteracy issues, inclusion, differentiated learning, curriculum, instruction, and assessment.

ED 508  Law and Media in Education  (3 credits)
Survey of legal rights and liabilities concerning use of various media in education. Topics covered are the requirements and exemptions under copyright law, intellectual property statutes and practices, ethics, software licensing, and privacy issues. Development of acceptable use policies and consideration of censorship, State Board Regulations, PA Standards, and Local Board of Education policies are included. Distance Student Orientation required for participation.

ED 518  Classroom Management  (3 credits)
Emphasizes various approaches to classroom management to reduce discipline problems by meeting the academic and psychosocial needs of students and teachers.
ES 535  Foundations of Second Language Acquisition  (3 credits)
Principles of second language acquisition and its implications for academic success of English language learners. Teaching strategies that foster development of strong literacy skills through the integration of activities and assessment appropriate to different stages of language acquisition. Identify resources in the schools and community to assist English language learners achieve PA Standards for Reading, Writing, Speaking, and Listening.

CAPSTONE RESEARCH COURSE
ED 600  Critical Issues and Research Seminar  (3 credits)
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 577, ED 501 and 24 credits in student’s program.

MAJOR AND CAPSTONE COURSES
Academic Standards K-6 with Elementary Education Program
EE 513  Teaching Literacy Standards K-3  (3 credits)
This course provides prospective teachers with the ability to use theory and research to PA Standards 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.
Prerequisite: ED 500

EE 514  Teaching Literacy Standards 4-6  (3 credits)
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  Teaching Social Studies Standards K-6  (3 credits)
This course introduces prospective elementary teachers to use major theoretical models and current research related to PA 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.
Prerequisite: ED 500

EE 536  Teaching Science and Technology Standards K-6  (3 credits)
This course introduces prospective elementary teachers to use major theoretical models and current research related to PA 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  Teaching the Arts Standards K-6  (3 credits)
Research and best practices related to principles, skills, materials, technology, and methods involved in using the creative arts (visual art, music, 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.
Prerequisite: ED 500

EE 546  Teaching Mathematics Standards K-6  (3 credits)
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
EE 548  Teaching Health, Safety and Physical Education Standards (1 credit)
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 nutrition and the wellness instruction.
Prerequisite: ED 500

EE 590  Special Topics: Elementary Education (1-3 credits)
Course offered periodically on topics of special interest.

EE 600***Capstone Project: Elementary Education (3 credits)
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.
Prerequisite: ED 577, ED 501 and 24 credits in student’s program.
***Students must take either EE 600 or ED 600.

ED 440,442,444,446 (4 courses)
Elementary Education Student Teaching (12 credits)
Full-time (14 weeks) student teaching in a K-6 public or nonpublic school. Qualified seniors work with a cooperating teacher under the supervision of University personnel. This experience approximates full-time employment as a teacher. Seminars are held weekly. Enrollment counts as full-time student status. No other courses should be taken during this semester. Course fee and processing of teaching certificate fee are required.

BIOLOGY PROGRAM

BI 510  Cell Biology for Teachers (3 credits)
Teachers are presented with a survey of the latest advances in cell biology, including creative lecture demonstration techniques. Web-based instructional resources are examined extensively. The laboratory enables teachers to experience the technologies used in several commercially available innovative instructional kits. A $55.00 laboratory fee is required.

BI 515  Plant Biology for Teachers (3 credits)
A survey of plant biology and current research with plants. Aspects of plant biology, including anatomy, physiology, ecology, survey of the plant kingdom, and plant evolution are studied. Laboratory exercises will be directly applicable at the secondary school level. A $55.00 laboratory fee is required.

BI 520  Environmental Science for Teachers (3 credits)
An introduction to issues and problem solving in environmental science. Global, national, regional, and local issues will be discussed. Students will learn how to guide secondary school students in investigations of local environment issues. Field trips will highlight environmental issues in the Lehigh Valley. A $55.00 laboratory fee is required.

BI 525  Physiology for Teachers (3 credits)
Concepts and laboratory activities in physiology. Utilizes a laboratory approach for the teaching of physiology in a high-school setting. Lectures cover concepts in vertebrate physiology, stressing that of the human. Specific approaches to teaching these concepts at the secondary level include simple and effective demonstrations of fundamental ideas. Current multi-media materials are introduced in the context of each lecture.

BI 530  Biochemistry for Teachers (3 credits)
An in-depth study of selected topics in biochemistry, particularly those directly related to the high school curriculum with special emphasis on the use of laboratory exercises and lecture demonstrations as strategies for instruction. (Cross-listed as CH 530)
A $55.00 laboratory fee is required.
Graduate Programs in Education

**BI 540 Molecular Biology for Teachers (3 credits)**
The biology of DNA. An overview of the latest advances in DNA technology is provided, including those relating to the Human Genome Initiative. The laboratory provides a hands-on experience with basic DNA techniques and molecular evolution.

**BI 545 Toxicology for Teachers (3 credits)**
Identification and measurement of toxic substances. This course examines the clinical and environmental aspects of chemical toxicity. Special emphasis is placed on the interaction of drugs and environmental pollutants. The laboratory includes demonstrations on the ways in which toxicity is measured.
(Cross-listed as CH 545)

**BI 560-589 One-credit courses in Biology (1 credit)**
Specialized one-credit courses on the teaching of biology, developments in the field, and addressing current issues are periodically offered.

**BI 590 Special Topics: Biology (1-3 credits)**
Course offered periodically on topics of special interest.

**BI 600*** Capstone Project: Biology (3 credits)**
The capstone project in the Biology Program. The student and the 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.
Prerequisite: ED577, ED 501 and 24 credits in student’s program
***Student must take BI 600 or ED 600

**CHEMISTRY PROGRAM**

**CH 510 General Chemistry for Teachers (3 credits)**
An in-depth study of selected topics in general chemistry, particularly those directly related to the high school curriculum, with special emphasis on the use of laboratory exercises and lecture demonstrations as strategies for instruction. A $55 laboratory fee is required.

**CH 515 Analytical Chemistry for Teachers (3 credits)**
An in-depth study of selected topics in analytical chemistry, particularly those directly related to the high school curriculum, with special emphasis on the use of laboratory exercises and lecture demonstrations as strategies for instruction. A $55 laboratory fee is required.

**CH 520 Physical Chemistry for Teachers (3 credits)**
An in-depth study of selected topics in physical chemistry, particularly those directly related to the high school curriculum, with special emphasis on the use of laboratory exercises and lecture demonstrations as strategies for instruction. A $55 laboratory fee is required.

**CH 525 Organic Chemistry for Teachers (3 credits)**
Study of selected topics in organic chemistry, particularly those directly related to the high school curriculum, with special emphasis on the use of laboratory exercises and lecture demonstrations as strategies for instruction. A $55 laboratory fee is required.

**CH 530 Biochemistry for Teachers (3 credits)**
Study of topics in biochemistry, particularly those directly related to the high school curriculum, with special emphasis on the use of laboratory exercises and lecture demonstrations as strategies for instruction. (Cross-listed as BI 530)
A $55 laboratory fee is required.

**CH 545 Toxicology for Teachers (3 credits)**
Identification and measurement of toxic substances. This course examines the clinical and environmental aspects of chemical toxicity. Special emphasis is placed on the interaction of drugs and environmental pollutants. The laboratory includes demonstrations on the ways in which toxicity is measured. A number of case histories are presented. (Cross-listed as BI 545)

**CH 560-589 One-credit courses in Chemistry (1 credit)**
Specialized one-credit courses on the teaching of chemistry, developments in the field, and addressing current issues are periodically offered.
CH 590  Special Topics: Chemistry  (1-3 credits)
Offered periodically on topics of special interest.

CH 600*** Capstone Project: Chemistry  (3 credits)
The capstone project in the Master of Education in Chemistry Program. The student and the 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.
Prerequisite: ED 577, ED 501 and 24 credits in student’s program
***Student must take either CH 600 or ED 600.

ENGLISH PROGRAM
EN 510  Teaching British Literature  (3 credits)
This course explores innovative approaches to teaching the literature of the United Kingdom. Teachers design units that draw upon the arts, use film and drama, develop literary responses, and foster communications skills. Development of the literary tradition through its relationship to the other arts is covered.

EN 515  Teaching Romantic and Post-Romantic British Literature  (3 credits)
A survey that addresses itself to representative works by British Poets, playwrights, and fiction writers of significant accomplishment, covering the period 1750-2000. Emphasis is on the cultural/historical context which writers worked or are working. Students complete one significant writing assignment, take part in individual and group work, and enhance communication skills.

EN 520  Teaching Contemporary World Literature  (3 credits)
An introduction to teaching literary works from Western and non-Western societies, with emphasis on evolving national cultures and the “global village”. Featuring adolescent characters and narrators, to understand and appreciate their commonalities and differences from young people in other countries. Visual materials from around the world are included to help understand other cultures.

EN 530  Teaching the American Romantics and Their Predecessors  (3 credits)
An approach to teaching American literature and culture from colonial days through the end of the nineteenth century by exploring works from a variety of regions, ethnic backgrounds, and belief systems. The contexts of literature, such as Spanish and English exploration, the situations of Native peoples and African slaves, and reform movements are also examined.

EN 535  Teaching the American Dream  (3 credits)
An approach to American literature through the exploration of many different writers, genres, and media that have been affected by, and in turn have affected “the American Dream.” How artistic expression evolved in other media, chiefly architecture, film, painting, and advertising. Emphasis on a wide variety of voices and visions that enriched our culture in the modern age.

EN/ES 540  Linguistics for Teachers  (3 credits)
An overview of linguistics, beginning with current understandings of the nature of language, including morphology, syntax, semantics, and 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.

EN 542  Teaching the Literature of Africa and African American  (3 credits)
An exploration of the literature of Africa and African America, with attention to the interactions between people of African and European descent. Includes fiction, poetry, and drama since 1900 appropriate for the secondary classroom, and will integrate information and ideas from history, culture, geography, and sociology, including issue of race, gender, and class.

EN 543  Teaching Writing  (3 credits)
An exploration of the use of mini-lessons, models, and technology to teach writing in response to literature and in a writing process context. Course topics include writing scenes or role-plays,
autobiography, short stories, poetry, and reports, as well as persuasive and analytic pieces. The role of grammar and syntax as a tool in teaching communication skills is also explored.

EN 555  Teaching Film in the English Classroom  (3 credits)
An exploration of the coordinated use of film and print media in the middle and secondary English classroom. An introduction to the history of film and basic techniques of filmmaking. Print media that have been made into film are read, analyzed, and compared to the cinematic versions.

EN 560-589  One-credit courses in English Education  (1 credit)
Specialized one-credit courses addressing current issues and developments in the field.

EN 600***  Capstone Project: English  (3 credits)
The student and the 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.
***Students must take either EN 600 or ED 600.

MATHEMATICS PROGRAM

MA 510  Teaching Calculus: Analysis I  (3 credits)
A study of the concepts covering the University Entrance Examination Board Advanced Placement AB Calculus. Emphasis is placed on intuitive and rigorous development of the concepts of limit, derivative, integral, their applications, and the use of graphing calculators and computer software to present these topics in the secondary classroom. Prerequisite: Calculus

MA 515  Teaching Calculus: Analysis II  (3 credits)
A continuation of Analysis I, covering the CEEB Advanced Placement BC Calculus curriculum. Topics will include polar coordinates, advanced integration techniques and applications, and infinite series convergence. The use of graphing calculators and computer software to teach these topics will be emphasized. Prerequisite: MA 510

MA 520  Discrete Mathematics in the Secondary Curriculum  (3 credits)
Topics in discrete mathematics recommended by the NCTM for inclusion in the secondary mathematics curriculum, such as graph theory, sequences, recurrence relations, algorithms, enumeration, and finite probability. Approaches to incorporating these topics into new and existing courses, as well as effective strategies for conveying these ideas in the classroom.

MA 525  Geometry for Mathematics Teachers  (3 credits)
A study of elementary Euclidean Geometry from an advanced standpoint. An introduction to non-Euclidean geometries and computer applications to the study of Euclidean geometry are included.

MA 530  Probability and Statistics for Mathematics Teachers  (3 credits)
Basic probability and statistics including independence and conditional probability, probability functions, normal curves, measures of central tendency and variability, correlation, binomial distribution, expected value, sampling and hypothesis testing, and confidence intervals. Calculator and computer applications to the study of probability and statistics are included.

MA 560-589  One-credit courses in Mathematics  (1 credit)
Specialized one-credit courses on the teaching of mathematics, addressing current issues and developments in the field.

MA 590  Special Topics: Mathematics  (1-3 credits)
Offered periodically on topics of special interest.

MA 600***  Capstone Project: Mathematics  (3 credits)
The student and the 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.
Prerequisite: ED 577, ED 501 and 24 credits in student’s program.

*** Students must take either MA 600 or ED 600.

SPECIAL EDUCATION PROGRAM

SE 502 Learning and Behavior Challenges (3 credits)
Students will examine and analyze 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 Moderate and Severe Disabilities (3 credits)
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.

SE 508 Collaboration and Consultation (3 credits)
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. Regards to consultation, collaboration, and teamwork as key elements in education environments for the 21st century.

SE 510 Special Education Law (3 credits)
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.

SE 512 Integration of Technology in Special Education Classrooms (3 credits)
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.

SE 514 Instructional Adaptations and Modifications (3 credits)
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 Positive Behavior Management (3 credits)
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.

SE 520 Special Education Transition (1 credit)
Participants will explore the theories, legislation, and practices 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 598 Special Education Internship (3 credits)
Students will teach one full day per week during an entire semester, in a special education classroom. The experience will be conducted under the direction of a University supervisor conducting on-site observations. A fee of $300 is required.

SE 600*** Capstone Project: Special Education (3 credits)
The capstone project in the Master of Education in Special Education Program. A prospectus of the proposed independent research must be approved at least one month prior to registration. Course must be approved by the Program Coordinator. Prerequisite: ED 577, ED 501 and 24 credits in
student’s program.

***Students must take either SE 600 or ED 600.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM

ES 536 Assessing English Language Learners (3 credits)
Aligning academic standards with curriculum, instruction, and assessment for English language learners. Discuss related research, develop performance-based instructional activities, and design alternative assessments utilizing a collaborative approach. Make learning strategies explicit for students. Methods for English language development, beginning English learners, listening and speaking.
Prerequisite: ES 535

EN/ES 540 Linguistics for Teachers (3 credits)
An overview of linguistics, beginning with current understandings of the nature of language, including morphology, syntax, semantics, and 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 (3 credits)
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 (3 credits)
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 (3 credits)
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 Development and Administration of Programs for English Language Learners (3 credits)
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.

ES 600*** Capstone Project TESOL (3 credits)
The capstone project in the Master of Education in the TESOL Program. 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.
Prerequisite: ED 577, ED 501 and 24 credits in the student’s program.

***Students must take either ES 600 or ED 600.

TECHNOLOGY IN EDUCATION K-12 WITH INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATE (ITSC) PROGRAM

CE 525 Software Collections (3 credits)
A comprehensive investigation of developing an educational software collection and the effective use of software in an instructional unit. Topics include classifying and evaluating software, legal issues, staff training in the use of applications, instructional Web resources, and other appropriate current issues.
Prerequisite: CE 500 and Distance Student Orientation.
CE 530  Computers in the K-12 Curriculum  
(3 credits)  
An examination of how technology can be used to enhance the curriculum through instructional design. Topics include the use of technology as a learning tool and integration of technology for active learning, universal design, and differentiated instruction for multiple intelligences and learning styles.  
Prerequisite: CE 500 and Distance Student Orientation.

CE 536  Networking and Microcomputer Systems  
(3 credits)  
An overview of components for the design, construction, and upgrading of computer systems along with the utilization of networking technology to interconnect systems to each other and the Internet. Includes networking models, protocols, software, and maintenance. Network security and ethical concerns are examined. Online meetings will be held and requires use of headset with microphone. Additional online meetings may be scheduled throughout the semester.  
Prerequisite: CE 500 and Distance Student Orientation.

CE 550  Multimedia Classroom Applications  
(3 credits)  
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 with microphone. Additional online meetings may be scheduled throughout the semester.  
Prerequisite: CE 500 and Distance Student Orientation.

CE 553  Web Design For Educators  
(3 credits)  
Web design and authoring in educational settings. Using Microsoft FrontPage and PhotoDraw, participants manipulate text, graphics, sounds, animated objects, and video to author web-related products. Emphasis is on the design and construction of web pages for classroom settings. Online meetings will be held and requires use of headset with microphone. Additional online meetings may be scheduled throughout the semester.  
Prerequisite: CE 500 and Distance Student Orientation.

CE 555  Management of Technology Resources  
(3 credits)  
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. Online meetings will be held and requires use of headset with microphone. Additional online meetings may be scheduled throughout the semester.  
Prerequisite: CE 500 and Distance Student Orientation.

CE 556  Distance and Emerging Technology  
(3 credits)  
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 and Distance Student Orientation.

CE 599  Instructional Technology Specialist Internship  
(3 credits)  
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.
CE 600*** Capstone Project: Technology in Education (3 credits)
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.
Prerequisite: ED 577, ED 501 and 24 credits in the student’s program.
*** Students must take either CE 600 or ED 600.

ED 560-589 One-credit courses in Education (1 credit)
Specialized one-credit courses pertinent to subject matter areas offered periodically; new one-credit courses are added regularly.

ED 590 Special Topics: Education (1-3 credits)
Offered periodically on topics of special interest.
MASTER OF SCIENCE IN INFORMATION SYSTEMS

Bonita A. Moyer, Director
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bam1@desales.edu

Information Technology professionals must understand a wide variety of technologies, institutional goals, and philosophies.
The Master of Science in Information Systems (MSIS) program has been designed on the premise that its students and graduates will be involved either in direct or in business information technology related functions. The program recognizes the fact that the IS professional must understand a wide variety of technologies, institutional goals, and philosophies. The IS professional must not only understand the basic principles of technology but at the same time must appreciate the fact that the role of technology is to serve the organization and the society in which the organization exists. A mastery of the English language, the capability to analyze and synthesize, and the willingness to work in a team environment should also be part of the IS professional's background.

Learning Outcomes

Students upon graduation should demonstrate:

1. a breadth and depth of knowledge in advanced information systems topics, critical thinking and analysis.
2. a proficiency in the use of advanced technologies appropriate to the field of information science.
3. an understanding and respect for information systems and its relationship to other disciplines.
4. the ability to communicate oral and written information systems concepts on an expert level.
5. the capability to use the information science methodologies to solve problems in real-world scenarios.
6. a mindful awareness and practice of ethical, moral and social uses of technology.
7. preparedness for an industry position in information systems.

Admission Requirements

Requirements for admission to the MSIS 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 interest, professional experience, accomplishments, and goals.

The Admission and Academic Policies Committee may admit an applicant whose undergraduate GPA is less than 3.0. Such applicant needs to complete foundation courses and may be required to take and obtain acceptable score on either the Graduate Record Examination (GRE) or on the Graduate Management Admission Test (GMAT).

Additional remedial course work may be required from applicants who have background deficiencies, but otherwise show promise to undertake graduate studies.

Academic Schedule

The Academic Year of the MSIS 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 pm, or on Saturday morning from 9:00am - 12:30pm.

In the 6 week summer session, each course meets twice a week on weekdays from 6:00-9:30 pm.

The actual 2008-2009 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, 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.

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

Provisional Student Category
After receiving all necessary documentation and satisfying all admission related criteria, the MSIS Admissions and Academic Policies Committee may admit the candidate as “Provisional Student”.

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 MSIS application form, and must pay the non-refundable application fee and the 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 prior to 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 the points discussed include
• factors in the applicant’s background to justify the desire to pursue the MSIS 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 prior to 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
Current 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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Foundation Courses</td>
<td>15</td>
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<tr>
<td>Specialty Courses</td>
<td>15</td>
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<tr>
<td>Electives</td>
<td>12</td>
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<tr>
<td>Capstone Courses</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td><strong>45</strong></td>
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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 MSIS 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 3 foundation courses may be waived.

IT 501 Computer Architecture
IT 502 Discrete Structures
IT 507 Object Oriented Programming
IT 511 Data Management
IT 546 Ethical and Social Issues

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

**IT 501 Computer Architecture** (3 credits)
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** (3 credits)
Concepts of discrete mathematics and algorithmic design, and analysis of algorithms. Basic data structures. Introduction to graph theory. Prerequisite: IT 507 recommended.

**IT 504 Application Development** (3 credits)
The organization, structure, and logic of application programs. Graphics programming, GUI, events and exceptions. Using a Java platform is emphasized. Prerequisite: IT 507.

**IT 505 Object Oriented Languages** (3 credits)
Object oriented program design and programming. Participants will develop moderate sized C++ programs in a Unix environment. Prerequisite: IT 507.

**IT 506 Business Computing** (3 credits)
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** (3 credits)
An introduction to object oriented programming theories and techniques using a high level language (C++).

**IT 512 Data Base Systems** (3 credits)
Examination of large-scale database management systems. Tools for performance evaluation, reorganization, query, and monitoring. Currency, recovery, security, and integrity. Prerequisite: IT 511.

**IT 513 Data Warehousing** (3 credits)
The course explores the scope, requirements, architecture, design, tools, and implementation of data warehousing technologies.

**IT 525 IT Security** (3 credits)
Principles of computer systems and network security. Passive and active threats, authentication, encryption, digital signatures, biometrics, firewalls, virus preventions, operating systems principles, and other contemporary issues are discussed. The course covers the basic goals of preserving the integrity of access and data, and preventing unauthorized access to information.

**IT 526 Data Communications** (3 credits)
An introduction to basic communication theory. The role of communication hardware components. Analog and digital transmission procedures. Common carrier services. An introduction to communication protocols.

**IT 527 Communication Networks** (3 credits)
Examination of telecommunication architecture, software, access methods, and protocols. Analysis, control, and management of telecommunication networks. Local Area Network topologies. Economy considerations in network solutions. Specific emphasis is on emerging high-speed technologies. Prerequisite: IT 526.

**IT 528 Wireless Technologies** (3 credits)
Introduction to the fundamental technologies of wireless networks and applications. Prerequisite: IT 527.

**IT 531 Information Systems Planning** (3 credits)
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  (3 credits)
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 object state transition diagrams. Early system design includes mapping essential events into practical events and mapping domain object models into design object models.
Prerequisite: IT 507 and IT 511.

IT 533  Software Architecture  (3 credits)
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.
Prerequisite: IT 507 and IT 511.

IT 536  Software Engineering  (3 credits)
A review of software engineering concepts, configuration control, reverse engineering, and maintenance issues. Total software development environment. Software engineering tools.

IT 538  IT Project Management  (3 credits)
Introduction to the principles and tools to control cost and schedule of IT Project.

IT 541  Decision Support Systems  (3 credits)
Decision systems model formulation, design, construction, and validation. Topics include Monte Carlo techniques, simulation languages, random numbers, and verifications. The concepts of building models of complex systems operating under uncertainty.

IT 544  E-Society  (3 credits)
The issues of modern technology based society and organizations.

IT 546  Ethical and Social Issues of Information Technology  (3 credits)
A study of ethics, values, technology, and business. The economic and social effects of technology. Conflict and crime in the technological society.

IT 547  Information Technology Auditing  (3 credits)
An introduction to the controls and security of Information Systems.

IT 548  Legal Aspects of IS  (3 credits)
An inspection of the legal environment and issues affecting IS.

IT 551  Information Systems Projects  (3 credits)
The practical application of IS theory with attention to current IS research and development. Participants will complete a major project of their area of interest.
Prerequisite: Advisor's permission.

IT 561  Special Topics in Information Systems  (3 credits)
Course participants’ research and discuss current topics and trends in information technology.

IT 565  Electronic Commerce  (3 credits)
The buying and selling of information, products, and services electronically. The conduct of internal corporate business using network resources.

IT 566  Web Engineering  (3 credits)
Technical web development, including dynamic HTML, XML, scripting, CGI, Pearl, development platforms, and other contemporary topics. Prerequisite: IT 570.

IT 567  Advanced Web Development  (3 credits)
Use of graphics multimedia, semantic web, Ajax, and other structural and technical issues of web development.
Prerequisite: IT 566.
IT 570  Web Design  (3 credits)
The course is an introduction to web design and design technologies. Topics include planning, content, and structure of web pages. Markup languages such as HTML, Javascript, and XML will be covered. Elements of graphics and multimedia will also be included.

IT 571  PDA Development  (3 credits)
Development, design, and programming of mobile devices, commonly referred to as PDA-s, in a Palm OS environment. Emphasis is on user interface development and the tools used in such development.
Prerequisite: IT 507 or equivalent.

IT 572  IT Forensics  (3 credits)
The application of IT to collect legal evidence. Discovering and retrieving deleted, encrypted or damaged files.

IT 580  Introduction to Healthcare Information Technologies  (3 credits)
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  (3 to 6 Credits)
Prerequisite: Advisor's permission.
GRADUATE PROGRAMS IN NURSING

Dr. Carol Gullo Mest, Director
610.282.1100.1394
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.
The Graduate Programs in Nursing are designed to prepare participants for advanced practice in nursing. Advanced practice nursing, as an art and science, is based on scientific inquiry and established principles of Christian beliefs. The curricula are rooted in the tenets of Salesian Christian Humanism in which persons are viewed holistically; subsequent nursing activities aim to foster each person’s full physical, intellectual, moral, social, aesthetic, and spiritual-religious development. Students implement the concepts of health promotion, restoration, and palliation at an advanced level.

The Department of Nursing and Health offers the following programs:

- Adult Advanced Practice Nurse Specialist (AAPN)
- Family Nurse Practitioner (FNP)
- Nurse Educator
- Dual MSN/MBA Degree
- Post MSN Program leading to a Family Nurse Practitioner Certificate (FNPC) and Nurse Educator Certificate
- Post-certificate MSN completion program for Certified Nurse Midwives, Certified Registered Nurse Practitioners and Certified Registered Nurse Anesthetists
- RN-MSN Program
- Accelerated MSN Program

The Master of Science in Nursing (MSN) 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.

Learning Outcomes of graduate study in nursing are delineated. The MSN Program prepares graduates who:

- exemplify Christian Humanism through valuing and facilitating full human development via partnerships with individuals, families, communities, and populations,
- integrate the use of technology and information systems in the delivery of health services,
- recognize the impact of culture on health outcomes,
- participate in the development of new knowledge in nursing and health services through education, practice and research,
- formulate communication strategies to meet the unique needs of individuals, families, communities, and populations,
- provide leadership in formulating clinical, administrative, or policy decisions to promote health,
- synthesize seminal theoretical concepts and research findings evidence based health services.
- apply advanced concepts of leadership and advocacy to influence policymakers, health systems, and consumers in order to effect positive changes in health services, and
- promulgate optimal health outcomes through collaboration with health care providers, consumers, and other systems.
Graduate Programs in Nursing

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, MSN Programs**

Requirements for admission to the MSN Program are:

1. A Bachelor of Science in Nursing (BSN 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 MSN Program.
2. Official documentation of the completion of a MSN 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 Health Care
- Epidemiology and Biostatistics

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

**Admission Requirements – Post-certificate MSN completion program for Certified Nurse Midwives, Certified Registered Nurse Practitioners and Certified Registered Nurse Anesthetists**

Requirements for admission to the MSN Completion Program consist of:

1. BSN from an NLNAC or CCNE accredited program.
2. Meeting all admission requirements to the MSN Program.
3. Submitting official documentation of a national Midwife, Nurse Practitioner or Nurse Anesthesia certificate.

Up to 26 graduate credits may be transferred to the MSN Completion Program.

**Admission Requirements, RN-MSN Program**

Requirements for admission to the RN-MSN Program consist of:

1. Fulfilling all of the requirements for admissions to the BSN Program (see Undergraduate Catalog).
2. A cumulative GPA of at least 3.0 (“B”) in all prior 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 Programs in Nursing

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 is 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, MSN/MBA Program
Admission requirements to the MSN/MBA program consist of:
1. Meeting the admissions requirements to the MSN Program.
2. Meeting the admissions requirements to the MBA Program.
3. Completing the necessary forms for application to both the MSN Program and the MBA Program, and forwarding all materials to the Department of Nursing and Health.

Admission Requirements, Accelerated MSN Program
Requirements for admission to the Accelerated MSN Program consist of:
1. A bachelor’s degree from an accredited college or university with a minimum cumulative GPA of 3.0.
2. Successful performance on either the Miller Analogy Test (MAT) or the Graduate Record Examination (GRE).
3. Three letters of recommendation; one letter must be from a college/university professor who can gauge the applicant’s academic aptitude.
4. Applicants must meet all other eligibility requirements to enroll in a specific MSN program of study.
5. Applicants must meet all admission requirements outlined in the Accelerated BSN Program.

Application Procedure
Application packets can be obtained from the Department of Nursing and Health. 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 3.3 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 MSN Program Director; approval or denial of the waiver will be determined by the Admissions and Progression Committee.
5. 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 MSN Program Director 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 MSN 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 MSN 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 MSN Program.

**Student Categories**

Applicants are admitted to the MSN 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.

*Special Student*

The student has not formally applied to the MSN Program, and is normally permitted to take one graduate level course as a Special Student. The completion of this course does not imply or guarantee acceptance into the MSN Program.

**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 MSN core and MBA foundation courses. These courses include NU 501, NU 503, NU 601, FD 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 MSN/MBA Program must attain a minimum grade of “B” in the MBA Core and Health Care Systems Management courses. Grades less than “B” are recorded as a failure (“F”).

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 MSN Program: If the student decides in the future to return to complete the MSN 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. 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 MSN 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 the MSN Programs. The request must include the student's plan for completion of the MSN after the LOA. LOA requests are considered jointly among the Director of the MSN Program, 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 MSN courses:

- A (94 - 100)
- A- (90 – 93.99)
- B+ (87 – 89.99)
- B (83 – 86.99)
- B- (80 – 82.99)
- C+ (77 – 79.99)
- 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 pm. The six-week Summer semester classes meet twice per week from 5:00 to 8:50pm.

The actual 2008-2009 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 the student status, the academic year is divided into two periods. Period 1 encompasses the Fall and Winter semesters; Period 2 encompasses the Spring and Summer semesters.

A full time student is one who carries at least nine (9) credits in Period 1 and Period 2. A half-time student is one who carries at least six (6) credits in Period 1 and Period 2. A less than half time student is one who carries less than six (6) credits per period.

**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 MSN Program. The purpose of this meeting is to 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.
The registration process is conducted online utilizing WebAdvisor (accessible at www.desales.edu/technology). Registration for classes begins six to eight weeks prior to 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
Withdrawal after 1st or 2nd class: 80% of tuition refunded
Withdrawal after 3rd or 4th class: 50% of tuition refunded
Withdrawal after 5th or 6th class: 25% of tuition refunded
Withdrawal after 7th class: no refund

Transfer Policy
Ordinarily, written approval must be provided by the program director prior to taking and transferring courses from another institution. The MSN Program accepts up to six (6) transfer credits or two (2) courses into the declared MSN track based upon the following criteria:

1. Course work must have been completed within five (5) years prior to admission to the MSN Program.
2. Courses transferred must be similar in scope and subject matter to courses offered in the MSN 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 the MSN 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-MSN, Post-Masters FNP, and MSN 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 MSN 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 prior to registering for clinical courses:

1. Complete physical examination, including specified laboratory results (form provided by the Department of Nursing and Health).
2. Current CPR certification.
3. Hepatitis B Vaccination (series of three injections).
4. Health and Immunization Status form documenting immunization dates for poliomyelitis, measles, mumps, rubella, tetanus, and diphtheria.
5. Varicella titer if unable to provide documentation of having had the disease.
6. Rubella, and/or measles titer if unable to provide documentation of immunization.

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 must be on file in the Department of Nursing. 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 cost
of examinations and other requirements is the responsibility of the student.

Graduation Requirements

The Master of Science in Nursing 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 College.
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 health care today and in the future.

Program Structure

The Program of Study leading to the MSN degree consists of the following components

- Core Courses
- Advanced Core Courses
- Specialty Courses
  - AAPN
  - FNP
  - Nurse Educator
  - MSN/MBA
- Clinical Courses
  - AAPN
  - FNP
  - Nurse Educator
  - MSN/MBA

Core Courses

Completion is required of all students seeking the MSN and MSN/MBA degrees. The courses must be taken prior to or concurrent with the Advanced Core Courses, and prior to the Specialty and Clinical courses.

- NU 501 Proseminar 3 credits
- NU 503 Nursing Theory and Models 3 credits
- NU 601 Christian Ethics in Health Care 3 credits

Advanced Core Courses

Completion of the Advanced Core Courses is required of all AAPN, FNP, and Nurse Educator students. These courses must be completed prior to the Specialty and Clinical courses.

- NU 505 Epidemiology and Biostatistics 3 credits
- NU 700 Advanced Health and Physical Assessment 4 credits
- NU 701 Pathophysiology 3 credits
- NU 702 Advanced Pharmacology 4 credits

Specialty and Clinical Courses, Adult Advanced Practice Nurse Specialist Program

- NU 604 Teaching and Case Management Role of the APN 3 credits
- NU 605 Scientific Basis for Health Promotion 3 credits
- HC 506 Community Assessment and Health Planning 3 credits
- NU 707 Adult Health Promotion I 5 credits
- NU 709 Adult Health Promotion II 5 credits

Specialty and Clinical Courses, Family Nurse Practitioner Program

- NU 602 Family Dynamics in Diverse Populations 3 credits
- NU 606 Concepts in Family Nursing 3 credits
- NU 716 Advanced Family Practice I 6 credits
- NU 718 Advanced Family Practice II 6 credits
- NU 720 Advanced Family Practice III 6 credits
Graduate Programs in Nursing

**Specialty and Clinical Courses, Nurse Educator**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 630</td>
<td>Nurse Education Models</td>
<td>3</td>
</tr>
<tr>
<td>NU 721-725</td>
<td>Clinical Educator Practicum</td>
<td>5</td>
</tr>
<tr>
<td>NU 730</td>
<td>Nurse Educator Practicum I</td>
<td>4</td>
</tr>
<tr>
<td>NU 732</td>
<td>Nurse Educator Practicum II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Specialty and Clinical Courses - MSN/MBA**

Courses toward the joint MSN/MBA degree are offered through both the Department of Nursing and Health and the Master of Business Administration (MBA) Program. Students who are registered for the dual degree must complete all requirements for both degree programs before the dual degree is awarded. If a student desires to complete a single degree after matriculation, then the student is required to petition both program directors and request reclassification as a single degree student.

**MBA Foundation Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FD 505</td>
<td>Foundations in Business</td>
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**MBA Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CR 501</td>
<td>Financial and Managerial Accounting</td>
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</tr>
<tr>
<td>CR 504</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
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<td>CR 505</td>
<td>Organization Management</td>
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<tr>
<td>CR 506</td>
<td>Financial Management</td>
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</tr>
<tr>
<td>CR 507</td>
<td>Executive Skill Development</td>
<td>3</td>
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<tr>
<td>CR 508</td>
<td>Business Computing</td>
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**MBA Health Care Systems Management Courses**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HC 503</td>
<td>Legal Aspects of Health System Management</td>
<td>3</td>
</tr>
<tr>
<td>HC 504</td>
<td>Quality Management for Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>HC 505</td>
<td>Principles and Strategies for Managed Care</td>
<td>3</td>
</tr>
<tr>
<td>HC 506</td>
<td>Community Assessment and Health Planning</td>
<td>3</td>
</tr>
<tr>
<td>HC 507</td>
<td>Contemporary Issues in Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>HC 508</td>
<td>Management of Information and Communication Technologies in Health Care Systems</td>
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**Specialty and Clinical Courses**

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<tbody>
<tr>
<td>NU 624</td>
<td>Nursing Administration Internship</td>
<td>7</td>
</tr>
<tr>
<td>CR 510</td>
<td>Policy and Strategy</td>
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**Program Requirements, Adult Advanced Practice Nurse Specialist Program**

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<tbody>
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<tr>
<td>Advanced Core Courses</td>
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<tr>
<td>AAPN Specialty and Clinical Courses</td>
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<td>Total</td>
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**Program Requirements, Family Nurse Practitioner Program**

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<th>Course Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MSN Core Courses</td>
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<tr>
<td>Advanced Core Courses</td>
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<tr>
<td>FNP Specialty and Clinical Courses</td>
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**Program Requirements, Nurse Educator**

<table>
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<th>Course Category</th>
<th>Credits</th>
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<tr>
<td>Advanced Core Courses</td>
<td>14</td>
</tr>
<tr>
<td>Nurse Educator Specialty and Clinical Courses</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

**Program Requirements, MSN/MBA**

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN Core Courses</td>
<td>9</td>
</tr>
<tr>
<td>MBA Foundations Courses</td>
<td>3</td>
</tr>
<tr>
<td>MBA Courses</td>
<td>18</td>
</tr>
<tr>
<td>Health Care Support Courses</td>
<td>18</td>
</tr>
<tr>
<td>MSN Specialty and Practicum</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
</tr>
</tbody>
</table>

**Program Requirements, Post-MSN 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, MSN Completion Program for Certificate Registered Nurse Practitioners, Certified Nurse Midwives and Certified Registered Nurse Anesthetists.

The curriculum of the MSN Completion Program recognizes the expertise of the practicing certificate-prepared clinician, which is built upon a strong foundation of clinical theory. The post-certificate MSN 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 MSN students must take the following seven courses (23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 501</td>
<td>Proseminar</td>
<td>3</td>
</tr>
<tr>
<td>NU 503</td>
<td>Nursing Theories and Models</td>
<td>3</td>
</tr>
<tr>
<td>NU 505</td>
<td>Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>NU 601</td>
<td>Christian Ethics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 700</td>
<td>Advanced Health and Physical Assessment</td>
<td>4</td>
</tr>
<tr>
<td>NU 701</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU 702</td>
<td>Advanced Pharmacology</td>
<td>4</td>
</tr>
</tbody>
</table>

One course from the following list of MSN electives (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 602</td>
<td>Family Dynamics in Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>NU 606</td>
<td>Concepts in Family Nursing</td>
<td>3</td>
</tr>
<tr>
<td>HC 503</td>
<td>Legal Aspects of Health System Management</td>
<td>3</td>
</tr>
<tr>
<td>HC 507</td>
<td>Contemporary Issues in Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>NU 576</td>
<td>Health Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

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 MSN Program Director.

The post-certificate MSN can 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 MSN.

**RN-MSN**

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

The RN-MSN 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.

The RN-MSN 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 prior to taking graduate level core courses:

- MA 111 (or its equivalent) pre-requisite for NU 501, NU 503 and NU 505.
- NU 315 (or its equivalent) pre-requisite for NU 700
- NU 325 (or its equivalent) pre-requisite for NU 501 and NU 503.

Students in the RN-MSN Program must adhere to all policies stated for the MSN Program. These policies include progression, curriculum planning, and graduation policies.

**Accelerated MSN Program**

The Accelerated MSN Program is designed for graduates of the University’s Accelerated BSN Program who wish to continue their education and health career advancement. Students are eligible to start in the Accelerated MSN Program upon completion of the Accelerated BSN Program and
Graduate Programs in Nursing

successful performance on the NCLEX examination. Students may choose to study on either a part time or full time basis.
COURSE DESCRIPTIONS

NU 501  Proseminar  (3 credits)
This course assists the student in developing the skills necessary for scientific inquiry. It develops the student’s knowledge base to encourage logical exploration of phenomena central to the profession of nursing.
Prerequisite: None.

NU 503  Nursing Theory and Models  (3 credits)
The evaluation of theoretical and conceptual models of nursing. The historical development of nursing theories is discussed, and a comparison to theories from other disciplines is explored. Special 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.
Prerequisite: None.

NU 505  Epidemiology and Biostatistics  (3 credits)
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 576  Health Literacy  (3 Credits)
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.” An individual’s level of health literacy directly affects the quality of care they receive, as well as the outcomes of that care. This course focuses on developing the advanced nursing practice insight and skills required to acknowledge, interpret, and impact low health literacy in individuals and populations. Students will have an opportunity to analyze the impact of health literacy in a global context.
Thirty hours of didactic instruction will be provided; the final fifteen instructional hours will be completed via local or international study.
Prerequisite: None

NU 601  Christian Ethics in Health Care  (3 credits)
The impact of Christian social principles relative to current health care including political awareness of health issues.
Prerequisite: None.

NU 602  Family Dynamics in Diverse Populations  (3 credits)
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.
Prerequisites: NU 501, NU 503.

NU 604  Teaching and Case Management Role of the APN  (3 credits)
Designed for students preparing for clinical specialization as an adult 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. Offered every other Summer.
Prerequisite: NU 501

NU 605  Scientific Basis for Health Promotion  (3 credits)
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. Offered every other Fall.
Prerequisite: NU 501

NU 606  Concepts in Family Nursing  (3 credits)
Students will analyze individual and family health promotion and illness prevention, teaching, counseling anticipatory guidance and select health conditions across the lifespan. Using current
Graduate Programs in Nursing

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. Offered in the Summer
Prerequisites: NU 501, NU 503, NU 505

NU 624 Nursing Administration Internship (7 credits)
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. Offered every other Fall.
Prerequisites: All MSN and MBA core courses.

NU 630 Nurse Education Models (3 credits)
This course is an overview of developing nursing education programs. Students are introduced to program accreditation and approval requirements, performance of outcomes assessments, determinance of level and course objectives, curricular progression, principles of staff development, and analyses of key legal and ethical dimensions of higher education. Offered every Summer.
Prerequisites: All core and advanced core courses.

NU 700 Advanced Health & Physical Assessment (4 credits)
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.
Prerequisite: None

NU 701 Pathophysiology (3 credits)
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.
Prerequisite: None.

NU 702 Advanced Pharmacology (4 credits)
This course builds on students’ 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 707 Adult Health Promotion I (5 credits)
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. Laboratory fee required. Offered every other Winter.
Prerequisites: All core and advanced core courses.

NU 709 Adult Health Promotion II (5 credits)
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. Offered every other Spring.
Prerequisite: NU 707.

NU 716 Advanced Family Practice I (6 credits)
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, 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, differential diagnoses and treatment, maximizing
the use of available resources, making appropriate referrals, and attending to the importance of family dynamics. Students have the opportunity to build on previously acquired primary care skills, and to apply the concepts of family and self-care to all age groups. In addition, concepts of health promotion and health maintenance are integrated throughout the course. This course requires 225 hours clinical practicum and 3 hours per week lecture/seminar.
Offered every Fall
Prerequisites: NU 700, NU 702, NU 606

NU 718 Advanced Family Practice II
(6 credits)
The second course in a sequence of three courses designed to provide the student with the theoretical basis and practical foundation for practice as a Family Nurse Practitioner (FNP) practicing in community-oriented primary care. The focus is on the diagnosis and management of chronic health conditions of adults and chronic health problems of children. Emphasis continues 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 and 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 clinical practicum and 3 hours per week lecture/seminar.
Offered every Winter
Prerequisite: NU 716

NU 720 Advanced Family Practice III
(6 credits)
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 clinical practicum and 3 hours per week lecture/seminar.
Offered every Spring
Prerequisite: NU 718

NU 721-725 Clinical Educator Practicum
(5 credits)
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 clinical practicum and 3 hours per week lecture/seminar. A laboratory fee is required. Offered in the Spring.
Prerequisites: All Advanced Core Courses, NU 732.

NU 730 Nurse Educator Practicum I
(4 credits)
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. Offered in the Fall.
Prerequisites: All Advanced Core Courses, NU 630.

NU 732 Nurse Educator Practicum II
(4 credits)
This is the second of two capstone courses in which students synthesize concepts and practices
Graduate Programs in Nursing

learned over the course of their studies by critiquing and refining nursing educational offerings in either a nursing staff development 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. Offered in the Winter. Prerequisites: All Advanced Core Courses, NU 630 and NU 730.

NU 600 Independent Study (1 – 3 credits)
This course is tailored to the student’s unique curriculum needs. Course objectives are jointly derived between the student and faculty member.

FD, HC, and CR courses are described under the MBA Program.
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Christine H. Bruce, Director
610.282.1100.1474
Christine.Bruce@desales.edu

The MSPAS Program educates professionals to function as members of the physician led health care team and as patient advocates.
Master of Science in Physician Assistant Studies (MSPAS)
The Physician Assistant Program offers a Master of Science in Physician Assistant Studies (MSPAS) major. Full accreditation has been granted by the Accreditation Review Commission on Education for The Physician Assistant, Inc. (ARC-PA)

The Program has been designed to develop generalists with emphasis in primary care medicine. Students gain strong fundamental knowledge of medicine together with varied experience, which prepare them for their roles as professional physician assistants.

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 ethically 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 consists 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.
Learning Outcomes
The MSPAS Program is designed to graduate physician assistants who dedicate themselves to the patient as an individual. Students will further the vision of Christian humanism and the Salesian tradition by

- focusing on preventive health care,
- promoting good health care,
- emphasizing holistic patient evaluations, i.e., considering the context of family, local community, and society in general,
- promoting life-long learning, and
- supporting cultural diversity.

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 DeSales University Physician Assistant Program will:

- perform with competency and proficiency functions and tasks involved in patient Evaluation, Monitoring, Diagnostic, Therapeutics, 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
- 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 regimens, 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 PA 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 classes prior to matriculation in 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 600 for non-native speakers of English.

7. Completed a minimum of 500 hours of health care experience (paid or volunteer). The experience should be completed within the US due to the wide variety of health care delivery systems around the world. The 500 hour requirement must be completed prior to 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 prior to 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 154 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 102 General Chemistry 4 credits

3. PS 109 Introduction to Psychology 3 credit
4. MA 111 Probability and Statistics 3 credits
5. Recommended Courses
   - BI 255 Molecular Cell Biology I 4 credits
   - CS 105 Introduction to Computer Systems 3 credits
   - PS 240 Human Development 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).

A full time student is one who carries at least nine (9) credits in each of the semesters.

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

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

The actual 2008-2009 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 PA Program Academic Probation. These students will be notified of their probationary status. The second occurrence during the professional phase will result in PA Program Academic Dismissal. Students under academic discipline may appeal in writing to the Medical Director of the Program who serves as Chair of the PA 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. Breeches 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 MSPAS 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 (MSPAS) 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 “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
Courses:
- Withdrawal in 1st or 2nd week: 80% of tuition refunded
- Withdrawal in 3rd or 4th week: 50% of tuition refunded
- Withdrawal in 5th or 6th week: 25% of tuition refunded
- Withdrawal after 6th week: no refund
2008 – 2009
CLINICAL ROTATION SCHEDULE

PA BOARD REVIEW COURSE – SEPTEMBER 6 & 7, 2008
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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</thead>
<tbody>
<tr>
<td>Rotation #1</td>
<td>September 2, 2008 – October 2, 2008</td>
</tr>
<tr>
<td>Rotation #2</td>
<td>October 6, 2008 – November 6, 2008</td>
</tr>
<tr>
<td>Rotation #3</td>
<td>November 10, 2008– December 11, 2008</td>
</tr>
</tbody>
</table>


| Rotation #4            | January 5, 2009 – February 5, 2009        |
| Rotation #5            | February 9, 2009 – March 12, 2009         |
| Rotation #6            | March 16, 2009 – April 16, 2009 *(includes Spring Break)* |

*EASTER / SPRING BREAK – APRIL 10, 2009 – APRIL 13, 2009

| Rotation #7            | April 20, 2009 – May 20, 2009             |

AAPA CONFERENCE – MAY 23, 2009 – MAY 28, 2009

| Rotation #8            | June 1, 2009 – July 1, 2009               |
| Rotation #9            | July 6, 2009 – August 6, 2009            |

SENIOR SUMMATIVE EXPERIENCE – AUGUST 10 – AUGUST 14, 2009

GRADUATION – AUGUST 15, 2009

*Scheduled Senior Day:

| Rotation #1            | Friday, October 3, 2008                   |
| Rotation #2            | Friday, November 7, 2008                  |
| Rotation #3            | Friday, December 12, 2008                 |
| Rotation #4            | Friday, February 6, 2009                  |
| Rotation #5            | Friday, March 13, 2009                    |
| Rotation #6            | Friday, April 17, 2009                    |
| Rotation #7            | Thursday, May 21, 2009                    |
| Rotation #8            | Thursday, July 2, 2009                    |
| Rotation #9            | Thursday, August 6, 2009                  |

*Senior Day: All PA students return to main campus to take end-of-rotation examinations and perform case presentations/physical examinations.
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
PA 502 History and Physical Examination I
PA 504 Clinical Medicine I
PA 510 Pharmacology I
PA 515 Pathophysiology I
PA 619 Preventive Medicine and Health Promotion

Spring
PA 503 History and Physical Examination II
PA 505 Clinical Medicine II
PA 508 Physician Assistant History and Role/Introduction to Medical Literature
PA 511 Pharmacology II
PA 513 Diagnostic Methods I
PA 516 Pathophysiology II
PA 575 Ethics of Health Care

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.

Summer
PA 517 Research Seminar
PA 606 Clinical Medicine III
PA 607 Behavioral Aspects of Medicine
PA 612 Pharmacology III
PA 614 Diagnostic Methods II
PA 616 Pathophysiology III
PA 618 Clinical Skills Development
PA 620 Advanced Cardiac Life Support
PA 621 Clinical Case Presentations

Clinical Year

Mandatory Rotations
Students must satisfactorily complete the following rotations:
PA 630 Emergency Medicine 5 weeks
PA 631 Family Medicine I 5 weeks
PA 632 Family Medicine II 5 weeks
PA 633 Internal Medicine 5 weeks
PA 634 Obstetrics and Gynecology 5 weeks
PA 635 Pediatrics 5 weeks
PA 636 Psychiatry 5 weeks
PA 637 General Surgery 5 weeks

Elective Rotations
Students must select and complete satisfactorily one of the following rotations:
PA 638 Cardiothoracic Surgery 5 weeks
PA 639 Orthopedic Surgery 5 weeks
PA 640 Otalaryngology 5 weeks
PA 641 Plastic Surgery 5 weeks
PA 642 Family Medicine III 5 weeks
PA 643 Emergency Medicine II 5 weeks
PA 644 Urgent Care 5 weeks
PA 645 Pediatric Cardiology 5 weeks
PA 646 Endocrinology 5 weeks
PA 647 Neurology 5 weeks
PA 648 Neurosurgery 5 weeks
PA 649 Cardiology 5 weeks
PA 650 Internal Medicine II 5 weeks
PA 651 Trauma 5 weeks
PA 652 Psychiatry II 5 weeks
PA 653 Allergy & Asthma 5 weeks
PA 654 Infectious Disease 5 weeks
PA 655 Geriatrics 5 weeks
PA 656 General Surgery II 5 weeks
PA 657 Pediatrics II 5 weeks
PA 658 Dermatology 5 weeks
PA 659 Geriatric Behavioral Medicine 5 weeks
PA 660 OB/GYN II 5 weeks
PA 662 Transplant Surgery 5 weeks
PA 663 Pediatric Surgery 5 weeks
PA 664 Pain Management 5 weeks
PA 665 Oncology 5 weeks
PA 666 Urology 5 weeks
PA 667 Vascular Surgery 5 weeks
PA 668 Pulmonary Medicine 5 weeks
PA 669 Tropical Medicine 5 weeks
PA 670 Neonatology 5 weeks
PA 671 Physiatry 5 weeks
PA 672 Pediatric Oncology/Hematology 5 weeks
PA 673 Clinical Trial Research 5 weeks
PA 674 Gastroenterology 5 weeks
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Duration</th>
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<tbody>
<tr>
<td>PA 675</td>
<td>Gynecologic Oncology</td>
<td></td>
<td>5 weeks</td>
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<tr>
<td>PA 676</td>
<td>Nephrology</td>
<td></td>
<td>5 weeks</td>
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<tr>
<td>PA 677</td>
<td>Burn Surgery</td>
<td></td>
<td>5 weeks</td>
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**COURSE DESCRIPTIONS**

**PA 501 Clinical Anatomy & Physiology (4 credits)**

Basic knowledge of anatomy 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. Clinical problems requiring anatomical knowledge for their solution are presented during each conference session. Lectures and laboratories emphasize the human body and its relationship to structure and function. Computerized dissection using ADAM and cadaver are used in laboratory sessions. Lecture 4 hours, cases 2 hours, and laboratory 2 hours. Offered every fall. Prerequisite: Professional Phase I student in didactic phase of the Program.

**PA 502 History and Physical Examination I (3 credits)**

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. Offered every fall. Prerequisite: Professional Phase I student in didactic phase of the Program.

**PA 503 History and Physical Examination II (3 credits)**

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. Offered every spring. Prerequisite: PA 502.

**PA 504 Clinical Medicine I (6 credits)**

This course is the cornerstone of all the medically relevant courses. Various disease processes will be described, along with the incidence, prevalence, presentation, treatment plans, and expected outcomes. This course is organized into 4 blocks covering: 1. gastroenterology, 2. pulmonary, 3. hematology, and 4. cardiology. Offered every fall. Prerequisite: Professional Phase I student in didactic phase of the Program.

**PA 505 Clinical Medicine II (6 credits)**

A continuation of PA 504. Organized into the following 9 blocks: 1. oncology, 2. infectious disease, 3. nephrology, 4. rheumatology, and 5. endocrinology. Offered every spring. Prerequisite: PA 504.

**PA 508 Physician Assistant History and Role/Introduction to Medical Literature (1 credit)**

The roots, history, and future of the physician assistant profession. Where and how to locate medical literature. Utilization of computer search techniques. The structure and critical reading of a medical research paper. Offered every spring. Prerequisite: Professional Phase I student in didactic phase of the Program.

**PA 510 Pharmacology I (2 credits)**

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. Prerequisite: Professional Phase I student in didactic phase of the Program.

**PA 511 Pharmacology II (2 credits)**

A continuation of PA 510. Students discuss chemotherapy of microbial organisms. Dose responses, side effects, and adverse reactions are emphasized. Offered every spring. Prerequisite: PA 510.

**PA 513 Diagnostic Methods (1 credit)**

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 in interpreting clinical laboratory values in relation to disease, therapy, and prognosis. Topics include hematology, immunohematology, clinical microbiology, serology, clinical chemistry, and urinalysis. Offered every spring. Prerequisite: Professional Phase I student in didactic phase of the Program.
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<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>PA 515</td>
<td>Pathophysiology I</td>
<td>2</td>
<td>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. Offered every fall. Prerequisite: Professional Phase I student in didactic phase of the Program.</td>
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<tr>
<td>PA 516</td>
<td>Pathophysiology II</td>
<td>2</td>
<td>A continuation of PA 515. The clinical applications of pathophysiology are reviewed. Offered every spring. Prerequisite PA 515.</td>
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<tr>
<td>PA 517</td>
<td>Research Seminar</td>
<td>1</td>
<td>Clinical research topics and methods. Students will discuss clinical and biological research, and present a case study found within the medical literature. Offered every summer. Prerequisite: Professional Phase I student in the didactic phase of the Program.</td>
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<tr>
<td>PA 575</td>
<td>Ethics of Health Care (Values Seminar)</td>
<td>3</td>
<td>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. Offered every spring. Prerequisite: Professional Phase I student in didactic phase of the Program or by instructor’s approval.</td>
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<tr>
<td>PA 606</td>
<td>Clinical Medicine III</td>
<td>6</td>
<td>A continuation of PA 505 and PA 506, organized into 5 blocks covering: 1. neurology, 2. surgery, 3. endocrinology, 4. urology, and 5. emergency medicine, 6. pediatrics, 7. obstetrics/gynecology. Offered every summer. Prerequisites: PA 505 and PA 506.</td>
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<tr>
<td>PA 612</td>
<td>Pharmacology III</td>
<td>2</td>
<td>A continuation of PA 510 and PA 511. Students discuss medication and treatment modalities for a variety of medical and psychological illnesses. Dose responses, side effects, and adverse reactions are emphasized. Offered every summer. Prerequisites: PA 510 and PA 511.</td>
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<tr>
<td>PA 614</td>
<td>Diagnostic Methods II</td>
<td>1</td>
<td>Radiographic and electrocardiographic procedures that are used to diagnose common pathologies, confirm diagnoses, and screen for the presence of disease in the pre-clinical stages. Offered every summer. Prerequisite: PA 513.</td>
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<tr>
<td>PA 616</td>
<td>Pathophysiology III I</td>
<td>2</td>
<td>A continuation of PA 516. The clinical applications of pathophysiology are reviewed. Offered every summer. Prerequisite: PA 516.</td>
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<tr>
<td>PA 618</td>
<td>Clinical Skills Development</td>
<td>1</td>
<td>Skill development in performing routine therapeutic procedures and competence in managing therapeutic intervention. Areas of skill development include injections, suturing and wound care, applications of external supports or immobilization devices, and venipuncture and intravenous procedures. Offered every summer. Prerequisite: Professional Phase I student in didactic phase of the Program.</td>
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<tr>
<td>PA 619</td>
<td>Preventive Medicine and Health Promotion</td>
<td>1</td>
<td>Discusses lifestyle modifications to improve</td>
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</table>
health. Considers how early medical intervention can affect the disease processes, and gives promotion. Topics will include amendable risk-factor modification, dietary modifications, disease prevention, and role of exercise in decreasing the incidence of disease. The Physician Assistant’s role in promoting wellness is explored. Offered every fall.

Prerequisite: Professional Phase I student in the didactic phase of the Program.

PA 620  Advanced Cardiac Life Support  (1 credit)
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.

Prerequisite: Professional Phase I student in didactic phase of the Program.

PA 621  Clinical Case Presentations  (1 credit)
Student management of routine and complex actual case presentations. Students logically assess the patient presentation case and learn to systematically arrive at a differential diagnosis and treatment plan. The presented cases detail a variety of diseases in a variety of possible environments. Students research and present one clinically-relevant case. Offered every summer.

Prerequisite: Professional Phase I student in didactic phase of the Program.

PA 630  Emergency Medicine  (5 credits)
Problems encountered in an emergency room. Students take medical histories and perform physical examinations on acute as well as nonemergent patients and present these to the preceptor. 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.

Prerequisite: Fifth year student in clinical phase of the Program.

PA 631  Family Medicine I  (5 credits)
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. This rotation integrates 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. The goal is to ensure that students are exposed to common disorders encountered in family practice.

Prerequisite: Fifth year student in clinical phase of the Program.

PA 632  Family Medicine II  (5 credits)
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.

Prerequisite: PA 631.

PA 633  Internal Medicine  (5 credits)
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.

Prerequisite: Fifth year student in clinical phase of the Program.

PA 634  Obstetrics and Gynecology  (5 credits)
Pre- and postnatal care, monitoring a woman in labor, assisting in delivery, and developing the skills 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 are exposed to a variety of gynecological problems and learn to provide counseling on family planning.

Prerequisite: Fifth year student in clinical phase of the Program.

PA 635  Pediatrics  (5 credits)
Problems of newborns and 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 outpatient pediatric problems. Prerequisite: Fifth year student in clinical phase of the Program.

**PA 636 Psychiatry** (5 credits)
Acquaintance with manifestations of various forms of psychopathology. Emphasis is placed on doing a complete psychiatric examination 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. Prerequisite: Fifth year student in clinical phase of the Program.

**PA 637 General Surgery** (5 credits)
Surgical patient-care responsibilities under the supervision of a surgical resident or staff surgeon. Students assist in the initial assessment of the surgical patient. Students are involved in preoperative management, including patient education and 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 are given the opportunity to attend surgical grand rounds and other surgically oriented educational meetings. Prerequisite: Fifth year student in clinical phase of the Program.

**PA 638 Cardiotoracic Surgery** (5 credits)
Students become familiar with evaluating and treating patients with advanced heart disease. They learn to apply surgical modalities in the cardiac care patient. Students assist during open-heart surgery and in the harvesting of veins used during this procedure. They become familiar with managing heart patients postoperatively. Prerequisite: Fifth year student in the clinical phase of the Program.

**PA 639 Orthopedic Surgery** (5 credits)
Students learn to perform a relevant orthopedic physical examination. They are 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 prosthesis. 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. Prerequisite: Fifth year student in the clinical phase of the Program.

**PA 640 Otolaryngology** (5 credits)
Students are exposed to the presentation and treatment of common ear, nose, and throat disease processes. They learn which modalities are most useful for the successful resolution of a variety of diseases. Students learn appropriate examination techniques and examining patients encompassing a wide variety of ages. They also assist the ENT surgeon on a variety of procedures such as tonsillectomies, myringotomies and insertion of ventilation tubes, thyroid surgeries, and neck explorations. Prerequisite: Fifth year student in the clinical phase of the Program.

**PA 641 Plastic Surgery** (5 credits)
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. Prerequisite: Fifth year student in the clinical phase of the Program.

**PA 642 Family Medicine III** (5 credits)
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. Prerequisite: Fifth year student in the clinical phase of the Program.

**PA 643 Emergency Medicine II** (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 644 Urgent Care Ambulatory Medicine (5 credits)
The student will apply medical information to diagnose and treat common illnesses and injuries with patients in an urgent care ambulatory medicine environment.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 645 Pediatric Cardiology (5 credits)
The care of the pediatric patients with cardiovascular disease. Emphasis will be placed on history, physical examination, diagnostic testing, and management of pediatric patients with cardiovascular disease. The student will refine their knowledge of normal and abnormal pediatric cardiology development patterns.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 646 Endocrinology (5 credits)
Students continue to develop their knowledge in the care of patients with endocrinology-based disorders. Emphasis will be placed on applying specific medical knowledge, history taking skills, physical examinations, and special testing to identify common endocrine disorders.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 647 Neurology (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 648 Neurosurgery (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 649 Cardiology (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 650 Internal Medicine II (5 credits)
Students further their study of science and abilities in internal medicine. This clinical learning emphasizes the ability to apply medical information to complex medical problems and situations in inpatient and outpatient settings. Accentuation is in the inpatient setting.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 651 Trauma Medicine (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 652 Psychiatry II (5 credits)
Acquaintance with manifestations of various forms of psychopathology. Emphasis is placed on doing a complete psychiatric exam and the management of psychosocial problems. This clinical experience integrates previous learning and actual clinical practicing while working on hospital wards and outpatient clinics. It emphasizes the behavioral and psychosocial aspects of common medical problems.
Prerequisite: Fifth year student in clinical phase of the PA program.
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<tr>
<td>PA 653</td>
<td>Allergy &amp; Asthma</td>
<td>3 credits</td>
<td>Students further their clinical medicine learning with emphasis on all aspects of the diagnosis and treatment of the allergy and asthma patient. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 654</td>
<td>Infectious Disease</td>
<td>3 credits</td>
<td>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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 655</td>
<td>Geriatrics</td>
<td>5 credits</td>
<td>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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 656</td>
<td>General Surgery II</td>
<td>3 credits</td>
<td>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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 657</td>
<td>Pediatrics II</td>
<td>3 credits</td>
<td>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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 658</td>
<td>Dermatology</td>
<td>5 credits</td>
<td>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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 659</td>
<td>Geriatric Behavioral Medicine</td>
<td>5 credits</td>
<td>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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
</tr>
<tr>
<td>PA 660</td>
<td>Obstetrics and Gynecology II</td>
<td>5 credits</td>
<td>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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 662</td>
<td>Transplant Surgery</td>
<td>5 credits</td>
<td>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 conditions and the operative experience. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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<tr>
<td>PA 663</td>
<td>Pediatric Surgery</td>
<td>5 credits</td>
<td>Students become familiar with the pediatric surgical patient on both inpatient and outpatient basis. Students will be involved in the assessment, preoperative, surgical, and postoperative care of common pediatric surgical conditions. This elective will enable students interested in surgery to further develop their surgical skills. Prerequisite: Fifth year student in the professional clinical phase of the PA program.</td>
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Master of Science in Physician Assistant Studies (MSPAS)

PA 664 Pain Management (5 credits)
Student 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 also learn operative procedures that are specific to pain management.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 665 Oncology (5 credits)
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.
Prerequisite: Fifth year student in the clinical phase of the PA program.

PA 666 Urology (5 credits)
This course will enable the student to become familiar with a wide variety of problems specific to urology. The student will become familiar with diagnostic techniques and procedures on both inpatient and outpatient basis. It will also enable the students to refine surgical skills by assisting in the operating room.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 667 Vascular Surgery (5 credits)
This rotation will expose the student to the care of the surgical patient (pediatric through adult) in the inpatient and outpatient setting. The student 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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 668 Pulmonary Medicine (5 credits)
This rotation will build on the Family Practice and Internal Medicine clinical rotations. The role of the pulmonary medicine consultant, primarily in the in-patient 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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 669 Tropical Medicine (5 credits)
Students are exposed to tropical diseases endemic to the area in which they are practicing. Methods of diagnosing and treating will need to be adapted to the tropical environment.
Prerequisite: Fifth year student in the clinical phase of the PA program.

PA 670 Neonatology (5 credits)
Students will become familiar with the care of the neonate. Emphasis will be placed on medical problems, developmental patterns, and care of the neonate in an inpatient setting.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 671 Physiatry (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 672 Pediatric Oncology/Hematology (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.
PA 673  Clinical Trial Research  (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 674  Gastroenterology  (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 675  Gynecologic Oncology  (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 676  Nephrology  (5 credits)
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.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.

PA 677  Burn Surgery  (5 credits)
Students will become familiar with the inpatient and outpatient 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. Prerequisite: Fifth year student in the professional clinical phase of the PA program.
Prerequisite: Fifth year student in the professional clinical phase of the PA program.
GRADUATE PROGRAMS IN CLINICAL AND
COUNSELING PSYCHOLOGY
(CHESTNUT HILL COLLEGE PROGRAM)

Dr. David Arena, Program Administrator
610.282.0397 or 610.282.1100.1484
Chestnut.hill.psych@desales.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.
The School of Graduate Studies of Chestnut Hill College, through the Department of Professional Psychology, offers both the Master of Science (M.S.) and the Master of Arts (M.A.) degrees in Clinical and Counseling Psychology. These degrees may be earned in one of four areas of concentrations: Child and Adolescent Therapy, Addictions Counseling, Marriage and Family Therapy, and Trauma. Students may elect to concentrate in one of these areas or may choose the Generalist track allowing them to distribute their electives among all four areas. Those who fulfill the requirement for a concentration will receive a certificate of concentration in addition to their degree. The Master of Arts (M.A.) degree will be awarded to those students who complete a thesis in accordance with the standards set by the Department.

The Department also offers Post Master’s Certificates of Advanced Study in each of the four concentration areas. Applicants for a Certificate of Advanced Study must have completed a Master’s degree in counseling or a related discipline.

**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

- acquainted with the body of theoretical and empirical knowledge relevant to their course of study;
- provided with training in the skills needed for professional practice; and
- prepared for ongoing graduate study in a Doctoral program.

**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.

**ACADEMIC REQUIREMENTS**

**Master of Science**

All students must complete 48 graduate credits. Of these 48 credits, 24 credits come from the core curriculum (8 courses) and 6 credits come from the field placement (one course in each of two semesters). Students without an undergraduate degree in psychology are also required to take a prerequisite course entitled Introduction to Graduate Counseling Psychology. This course earns three graduate credits, which are not applicable toward the degree requirements.

Students may concentrate in one of four areas or take a generalist curriculum. The 18 remaining credits are distributed in the following manner

- **Addictions Counseling Concentration**: 4 concentration courses and 2 elective courses.
- **Child and Adolescent Therapy Concentration**: 4 concentration courses and 2 elective courses.
- **Marriage and Family Therapy Concentration**: 6 concentration courses.
- **Trauma Studies**:  
  - *General focus*: 4 concentration courses and 2 elective courses.  
  - *Addictions focus*: 6 concentration courses.  
  - *Child and Adolescent focus*: 6 concentration courses.  
- **Generalist Curriculum**: 6 courses selected from among all concentration and elective courses.

**Master of Arts**

Students pursuing the Master of Arts degree must meet all the requirements set for the Master of Science degree as well as a course in statistical
applications and 2 thesis courses. Master of Arts students may choose a concentration, but they will be required to take more than 48 credits. The required courses for Master of Arts students, therefore, are (1) the core curriculum of 24 credits (8 courses); (2) the field placement (6 credits); and (3) one of the following options

- **Addictions Treatment Concentration:** Statistical Applications, 2 thesis courses, 4 concentration courses.
  Total Credits: 51
- **Child and Adolescent Therapy Concentration:** Statistical Applications, 2 thesis courses, 4 concentration courses.
  Total Credits: 51
- **Marriage and Family Therapy Concentration:** Statistical Applications, 2 thesis courses, 6 concentration courses.
  Total Credits: 57
- **Trauma Studies:** Statistical Applications, 2 thesis courses, 4 concentration courses.
  Total Credits 51
- **Generalist Curriculum:** Statistical Applications, 2 thesis courses, 3 additional concentration or elective courses.
  Total Credits: 48

**CURRICULUM**

**Prerequisite** (for students without an undergraduate degree in psychology):
- **GRCP 499:** Introduction to Graduate Psychology

**CORE COURSES**

These courses are required for all students:
- **GRCP 500:** Theories of Counseling and Psychotherapy (prerequisite: GRCP 499 for students without an undergraduate degree in psychology)
- **GRCP 503:** Psychopathology (prerequisite: GRCP 500 or may be taken concurrently with GRCP 500)
- **GRCP 506:** Techniques of Counseling and Psychotherapy I (prerequisites GRCP 503)
- **GRCP 508:** Techniques of Counseling and Psychotherapy II (prerequisites GRCP 503 and 506)
- **GRCP 510:** Research Design and Methodology
- **GRCP 512:** Legal and Ethical Issues
- **GRCP 514:** Development Across the Lifespan: Individual & Family

**CONCENTRATION COURSES**

**Marriage and Family Therapy** (6 courses required)
- **GRCP 608:** Marriage and Family Therapy
- **GRCP 612:** Advanced Theories of Marriage and Family Therapy (prerequisite GRCP 608)
- **GRCP 614:** Marriage and Family Therapy Techniques (prerequisites GRCP 608 and 612)
- **GRCP 616:** Advanced Marriage and Family Therapy Techniques (prerequisites GRCP 608, 612, and 614)
- **GRCP 618:** Human Sexuality and Marriage
- **GRCP 604:** A Systemic Approach to the Problems of Adolescents or Systemic Treatment of Addiction

**Child and Adolescent Therapy** (4 courses required)
- **GRCP 602:** Play Therapy (prerequisite: GRCP 500; GRCP 524 recommended)
- **GRCP 604:** A Systemic Approach to the Problems of Adolescents
- **GRCP 608:** Marriage and Family Therapy
- **GRCP 615:** Special Topics (Title of course will be included on Transcript)

**Addictions Treatment** (4 courses required)
- **GRCP 630:** Foundations of Addictive Behaviors (required)
- **GRCP 632:** Treatment Approaches to Substance Abuse (required) (prerequisite 630 or permission...
GRCP 634: Spirituality of the Twelve Steps
GRCP 636: Special Topics (Title of course will be included on transcript)
GRCP: 638 Systemic Treatment of Addiction

**Trauma Studies**  (All 4 courses required)
GRCP 622: Introduction to the Assessment and Treatment of Psychological Trauma
GRCP 624: Treatment of Complex Chronic Trauma Responses (prerequisite: GRCP 622)
GRCP 626: Acute Incident Responding: Trauma
GRCP 628: Working Effectively in Trauma-Intensive Communities (prerequisite: GRCP 622)

**Generalist Curriculum**
- 21 credits Core Courses
- 18 credits Additional Courses from any combination of elective or concentration courses
- 9 credits field placements

**ELECTIVES**
Students in the Child and Adolescent Therapy and Addictions Treatment Concentration areas must choose two electives (6 credits) to fulfill credit requirements. Thesis Seminar(s) are applicable as electives for students pursuing the Master of Arts degree.

**FIELD EXPERIENCE**
- GRCP 700-710: Supervised Practica
- GRCP 705: Practicum
- GRCPA 715, 725, 735: Internship
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<td>Associate Professor of Education, Director M.Ed. Programs</td>
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<tr>
<td></td>
<td>B.A. Wilkes University, M.A. Marywood University, Ed.D. Pepperdine University</td>
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<tr>
<td><strong>Julius G. Bede (1988)</strong></td>
<td>Associate Professor of Mathematics/Computer Science</td>
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<td>M.S., Lehigh University, Sc.D., Columbia University (1972)</td>
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<td></td>
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TRAVEL DIRECTIONS

Main Campus

The Main Campus is located on Station Avenue in Center Valley, PA, one mile east of Route 309. At the intersection of Route 309 and Route 378 take Route 378 North. Turn right on Landis Mill Road and drive to the stop sign. Turn left on Station Avenue.

Campus Map
Easton Campus

**From the South:** Take I-78 East to 33 North. Get off at the William Penn Highway exit. Turn left at the light. Make the first left onto Emrick Blvd. DeSales University is located in the first building on the right, in the Penn Corporate Center.

**From the North:** Take 22 East to 33 South. Get off at the William Penn Highway exit. Turn right at the light. Make the first left onto Emrick Blvd. DeSales University is located in the first building on the right, in the Penn Corporate Center.

Lansdale Campus

**From the Ft. Washington Exit of the PA Turnpike**
Take 309 north to Route 63 west. Follow Route 63 into Lansdale. Route 63 becomes Main Street in Lansdale. The building is on the left side of the street directly across from the train stations.

**From Lansdale Exit of the PA Turnpike**
Go left on Sumneytown Pike. Make a left onto Forty Foot Road (Route 63). Make a right onto Welsh Road (Route 63 east). Continue into Lansdale. The building is on the right side of the street directly across from the train station.

**From the North**
Take 309 south to Broad Street (just past the Colmar train station). Make a right onto Broad Street and follow into Lansdale. Make a right onto Main Street (Route 63 west). The building is on the left side of the street directly across from the train station.

The Lansdale Campus is located on West Main Street across from the Lansdale railroad station.