

CIS 657

COMPUTER-BASED TRAINING

3 credits

This course encompasses history, design, comparison, evaluation, and examples of computer-based training and knowledge communication systems. Human-Computer Interaction principles and guidelines will be applied to domain specific training and end-user assistance problems and projects. Issues include linear versus nonlinear control, interactive communication, and end-user assessment. Students will design and implement a project.

Prerequisite: CIS 630

CIS 658

DATA MINING

3 credits

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

Prerequisite: CIS 536 for CIS students and MBA 620 or its equivalent for ITL students.

CIS 670, 671, 672

SPECIAL TOPICS IN COMPUTER INFORMATION SCIENCE

3 credits

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

CIS 681

PROJECT DESIGN AND IMPLEMENTATION I

3 credits

This course covers the design of a project appropriate to Computer Information Science. This may be an individual or a group project and may be the outgrowth of a design done in a previous course. The proposal must have the approval of the Graduate Director and the faculty member who is supervising the project. The project design will use a software engineering approach, including an information description, functional description, validation criteria, requirements cross-reference, and test provisions, developed in a progressively detailed process. Students are required to deliver an oral presentation about the project. This course must be successfully completed before the student may enroll in CIS 682 Project Design and Implementation II.

Prerequisite: All Core courses

CIS 682

PROJECT DESIGN AND IMPLEMENTATION II

3 credits

This course is the implementation of the project designed in Project Design and Implementation I. The project will be supervised by a faculty member. The project implementation will use a software engineering approach, including an initial prototype, a full implementation, test report, and documentation. Results of this project should include the project deliverable and an oral presentation on the project. The student must have successfully completed CIS 681 Project Design and Implementation I before enrolling in this course.

Prerequisite: All Core courses and CIS 681

CIS 685

INDEPENDENT RESEARCH

3 credits

Independent research on an approved topic in Computer Information Science. Students will be directed by a faculty member in this research. The topic must be approved by the Graduate Director and the faculty member who is directing the research. Results of this research should include the preparation of a publishable quality paper or report and an oral presentation on the research.

Prerequisite: All Core courses

GRADUATE EDUCATION PROGRAMS

The Education Department provides a variety of programs:

- M.A. in Education
- M.A. in Education with Certification
 - Elementary and Special Education Certification
 - Secondary Education Certification
- Certificate in Teaching English as a Second Language (ESL)
- M.A. in Education with Certification as a Reading Specialist
- Certification as a Reading Specialist

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

MASTER OF ARTS IN EDUCATION

Faculty

Director: Harris Lewin, Ed.D.

Associate Directors: Autism Certificate Program (Patrylo); Leadership Programs (Roesser); Reading Specialist Program (Modla); STEM education (Richardson)

Professors: Bednar, Clabaugh, Feden, Sweeder, R. Vogel, Yost

Associate Professors: Liang, Modla, Mosca, Richardson, Schoen

Assistant Professor: Patrylo

Lecturers: Beltz, Buckley, Buchanan, Dougans, Finore, Gradel, Himes, Huber, Hughes, Keating, Kersul, Roesser, Schalk, Sartori, M. Vogel

Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Obtain acceptable scores on the Miller Analogies Test (MAT). (Arrangements to take this examination may be made with La Salle's Counseling Center. This requirement may be waived for applicants with an overall G.P.A. of 3.4 or above or hold an existing Masters degree.)
3. Provide two letters of recommendation from colleagues or supervisors who can address the candidate's ability and motivation for enrollment.
4. Complete the Application for Admission, accompanied by the stipulated application fee payable to La Salle University.

5. Attend a personal interview with the Director of the program if requested(optional).
6. Provide a personal statement of your interest in the program if requested(optional).
7. Provisionally meet the criteria, both academic and professional, detailed later in this section under the heading “Candidacy Procedures for Teaching Certification.”

The Application for Admission may be obtained by contacting:

Megan M. Lawler, B.A.
 Graduate Academic Adviser
 Graduate Education Program
 La Salle University
 Philadelphia, PA 19141
 Phone: 215.951.1593
 E-mail: graded@lasalle.edu

Tuition and Fees 2009-2010

Application Fee	\$35
Online Application	free
Tuition, per credit hour	\$575
General University Fee, per semester	\$85

Tuition Assistance

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

Eligibility of Non-Matriculated Students for Graduate Courses

Interested students, who are either (a) accepted students in other graduate programs, (b) students who currently hold a master's degree, or (c) students with a minimum undergraduate GPA of 2.75, will be eligible to complete up to six credits of coursework in the Graduate Program in Education without matriculating into a graduate program.

After the completion of six credits, a student may matriculate into the Graduate Program in Education if (a) the student meets the criteria specified for entrance into the chosen program in the Graduate Program in Education and (b) the student has achieved at least a 3.0 GPA in course work completed at La Salle University.

Progression Through the Program

Individual plans for progression will be determined for each student in consultation with the program director and program adviser.

Required for Degree:

- 30 graduate credits
- G.P.A. of 3.0 and higher
- A Comprehensive Examination (Candidates failing the Comprehensive Examination will be permitted to retake it only once. Comprehensive Examination grades will be final and not subject to appeal.)

Core Courses: Required for Degree and Elementary and Special Education Certification and Secondary Education Certification. (Other programs may have different requirements for M.A.)

- **EDC 501** Cognitive Development and Education
- **EDC 502** Social Development and Education
- **EDC 510** Human Exceptionalities

- **EDC 601** Foundations of Education
- **EDC 603** Curriculum Development
- **EDC 613** The Developmentally Oriented Teacher

Electives: 12 credits are required (Certification courses can be used as electives for M.A.). M.A. candidates may choose to specialize in one of the programs listed below (two programs require an additional course for the concentration)

Autism Certificate Concentration (12 credits):

- **EDC 655**
- **EDC 657**
- **EDC 665**
- **EDC 667**

Instructional Leadership Certificate Concentration (15 credits)

- **EDC 505 (6 CREDITS)**
- **EDC 615**
- **EDC 652**
- **EDC 665**

Certificate in Teaching English as a Second Language (15 credits)

- **BLS 600**
- **BLS 601**
- **BLS 605**
- **BLS 606**
- **EDC 650**

Other Elective Courses

- **EDC 602**
- **EDC 612**
- **EDC 615**
- **EDC 616**
- **EDC 617**
- **EDC 618**
- **EDC 619**
- **EDC 642**
- **EDC 644**
- **EDC 650**
- **EDC 670**
- **EDC 673**
- **EDC 676**

Field Experience and Integrated Course Work:

Elementary and Special Education Certification Candidates

- Inclusion Practicum (Combines EDC 643, EDC 645, EDC 661)
- Professional Semester (Combines EDC 662 and EDC 679 or EDC 669 and EDC 679)

Secondary Education (only) Certification Candidates

- Inclusion Practicum (Combines EDC 643, EDC 645, EDC 661)

Secondary Education Certification Candidates

- Secondary Education Practicum (Combines EDC 647 and EDC 648)
- Professional Semester (Combines EDC 680 and EDC 689 or EDC 668 and EDC 680)

Reading Specialist Certification Candidates

- Literacy Internship Practicum (EDC 651)

TEACHER CERTIFICATION THROUGH LA SALLE’S GRADUATE PROGRAM IN EDUCATION

Pennsylvania Teacher Certification, both Instructional I (Provisional) and Instructional II (Permanent), may be obtained via the Graduate Program in Education. (All Pennsylvania teachers first obtain only Instructional I Certification. They have six years to convert this to Instructional II Certification via further study and experience.)

A Pennsylvania certificate is automatically recognized as valid in more than half the states. La Salle's teacher education requirements are commonly accepted for certification in the remaining states.

Scope

Certification programs are offered to post-baccalaureate students intending to pursue Pennsylvania Instructional I certification in either Secondary Education or Elementary and Special Education. Postbaccalaureate certification candidates commonly take the M.A. degree as part of Secondary or Elementary and Special Education certification. Completion of certification requirements, and successful completion of the Comprehensive Examination, usually fulfills all degree requirements.

Focus

The developmental perspective of the M.A. program is reflected throughout the certification process. Using this focus, the program provides training and experience leading to teacher certification for any one of the following types of students:

1. Those already holding Instructional I or II certification in other areas and currently employed as full-time, tenure-track positions at an accredited school.
2. Those currently employed as full-time, tenure-track teachers in private schools, but not holding teacher certification.
3. Those without teacher certification and without any teaching experience or current employment as a teacher.

Candidacy Procedures for Teacher Certification

Individuals must already be matriculated students in the Graduate Program in Education in order to become accepted as candidates for Commonwealth of Pennsylvania initial teacher certification. Individualized programs to meet Commonwealth certification requirements are determined on an individual basis by the Chair of the Education Department and the Director of Graduate Education. Candidates must acknowledge by signature that they understand the individual certification requirements listed on their advisement sheet.

Academic Requirements

Those who aspire to teach the young must themselves be accomplished scholars. Therefore, certification candidates must maintain "good academic standing" in the Graduate Program in Education. Good academic standing is defined in the general information portion of the Graduate Student Catalog. Additionally, certification candidates may not earn more than two grades below B level in certification course work, nor may their certification course work GPA fall below 3.0. In their course work they also must demonstrate above average proficiency in both written and spoken English. Candidates failing to meet these standards are subject to dismissal. The Candidacy Committee monitors academic progress.

Candidates may repeat certification courses already taken (up to a limit of two courses) in order to improve their grades in those courses. However, candidates who repeat certification courses will be permitted to do so only once.

Other Professional Requirements

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Teachers have a moral obligation to provide children the opportunity to achieve their full human potential. Moreover, children are especially vulnerable and their parents are compelled by law to turn them over to near strangers. It is therefore necessary that teacher certification candidates evidence a fundamental

commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students even at the sacrifice of personal convenience and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or handicapping condition.

The Graduate Program in Education faculty will determine the degree to which the graduate student fulfills the above criteria. The decision of the faculty on these matters will be final and not subject to appeal.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. They must work with others cooperatively and congenially. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions, and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Graduate Program in Education.

The Graduate Program in Education faculty will determine the degree to which the student fulfills the above criteria. The decision of the faculty in these matters will be final but subject to appeal.

Graduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.

The following PRAXIS Examinations are required for certification

Elementary/Special Education Candidates

Reading	test 10710
Writing	test 20720
Math	test 10730
Content Knowledge	test 30511
Elementary Education Curriculum	test 10011
Special Education Core Principles/ Content Knowledge	test 20353

Secondary Education Candidates

Reading	test 10710
Writing	test 20720
Math	test 10730
Fundamental Subj: Content*	test 30511
Content Specialty Tests	
Secondary Education Candidates	Varies on each content area

*required only for those certifying in the areas of Foreign Languages and Environmental Science

Special Education Candidates

Special Education Core Principles/ Content Knowledge	test 20353
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Reading Specialist Candidates

Reading Specialist (K-12)	test 7650
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Summary of Certification Requirements in Elementary and Special Education

General Requirements

Individualized Certification Programs are determined after initial interview.

Commonwealth of Pennsylvania Prerequisites

Studies, or appropriate CLEPs to indicate knowledge of, American history(3 cr), art or music(3 cr), literature(6 cr), and mathematics(6 cr)

Course Work in Pedagogy

Core

- EDC 501
- EDC 502
- EDC 510
- EDC 601
- EDC 603
- EDC 613

Plus

- EDC 602
- EDC 612
- EDC 618
- EDC 642
- EDC 644

Field Experiences

(Requirements determined on individual basis)

Inclusion Practicum

- EDC 643
- EDC 645
- EDC 661

Professional Semester

- EDC 662 (ESE candidates with no teaching experience)
- EDC 679

OR

- EDC 669 (candidates with two or more years' teaching experience currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)
- EDC 679

Summary of Certification Requirements in Secondary Education

Certification Areas

Certification is offered in biology, chemistry, communication, social studies, earth/space science, English, French, general science, German, Italian, Latin, mathematics, physics, and Spanish.

Subject Area Courses

Determined on individual basis

Course Work in Pedagogy

Core

- EDC 501
- EDC 502

- EDC 510
- EDC 601
- EDC 603
- EDC 613

Plus

- EDC 602
- EDC 617

Field Experiences

(Requirements determined on individual basis)

Secondary Education Practicum

- EDC 647
- EDC 648

Professional Semester

- EDC 668 (Candidates with two or more years' teaching experience currently employed as teacher)

- EDC 680

OR

- EDC 689 (candidates with no teaching experience)
- EDC 680

MASTER OF ARTS IN EDUCATION WITH CERTIFICATION AS A READING SPECIALIST (33 CREDITS)

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that specialists of reading be certified according to specific competencies set forth in the regulations.

Students can earn either (1) a Master of Arts in Education with Certification as a Reading Specialist or (2) Certification only as a Reading Specialist.

This program has a rolling admission policy. To be admitted to the graduate Reading Specialist Certification program with or without the Master of Arts in Education degree, you must:

1. Complete an application for Graduate Programs in Education. This application can be completed online at no charge. The application is due four weeks prior to the start of the term for which you are applying.
2. Submit a non-refundable application fee of \$35. The application fee is waived if you apply online.
3. Submit a valid teaching certificate or evidence of completion of all requirements, including passing scores on all relevant PRAXIS exams.
4. Submit an official transcript from earned baccalaureate and graduate degrees from each college you attended.
5. Submit scores from the MAT or GRE exam (this test may be waived if you are holding another master's degree or hold an undergraduate G.P.A. of 3.4 or higher).
6. Submit two recommendations forms.
7. Candidates for the M.A. in Education with Reading Specialist certification will undergo a predetermined curriculum consisting of five core courses, four specialized courses, and a practicum course. These courses will address in depth the areas of expertise that are required by the regulations:

Core Courses (15 credits)

- EDC 501

- EDC 601
- EDC 603
- EDC 695
- EDC 697

Specialized Courses (12 credits)

- EDC 617 OR EDC 618
- EDC 620
- EDC 640
- EDC 649

Practicum (6 credits)

- EDC 651 (Summer Intensive Reading Program)
100-hour minimum

CERTIFICATION (ONLY) AS A READING SPECIALIST (18 CREDITS)

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that specialists of reading be certified according to specific competencies set forth in the regulations.

Students seeking Certification (only) as a Reading Specialist (18 credits)

Candidates for the M.A. in Education leading to a Reading Specialist Certification will undergo a predetermined curriculum consisting of four specialized courses and a practicum course. These courses will address in depth the areas of expertise that are required by the regulations:

Specialized Courses (12 credits)

- EDC 617 OR EDC 618
- EDC 620
- EDC 640
- EDC 649

Practicum (6 credits)

- EDC 651 (Summer Intensive Reading Program)
100-hour minimum

MASTERS IN ARTS IN EDUCATION WITH SPECIAL EDUCATION CERTIFICATION (30 CREDITS)

Using a schedule that accommodates those already employed as teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that special education teachers be certified according to specific competencies set forth in the regulations. Upon successful completion of this program, candidates are certified to teach N-12 special education.

Students can earn either (1) a Master of Arts in Education with Certification in Special Education (30 credits) or (2) Certification only in Special Education (21 credits).

This program has a rolling admission policy. To be admitted to the graduate Special Education Certification program with or without the Master of Arts in Education degree, you must:

1. Complete an application for Graduate Programs in Education. This application can be completed online at no charge. The application is due four weeks prior to the start of the term for which you are applying.

2. Submit a non-refundable application fee of \$35. The application fee is waived if you apply online.
3. Submit a valid teaching certificate or evidence of completion of all requirements, including passing scores on all relevant PRAXIS exams.
4. Submit an official transcript from earned baccalaureate and graduate degrees from each college you attended.
5. Submit scores from the MAT or GRE exam (this test may be waived if you are holding another master's degree or hold an undergraduate G.P.A. of 3.4 or higher).
6. Submit two letters of recommendation.

M.A. DEGREE AND SPECIAL EDUCATION CERTIFICATION (30 credits)

Candidates for the special education certification will take seven courses. This program is accredited by the Pennsylvania Department of Education for special education certification (N-12). The following courses and relevant practicum experiences are required:

- EDC 503
- EDC 510
- EDC 615
- EDC 643
- EDC 644
- EDC 645
- EDC 661
- EDC 667
- EDC 620
- EDC 676 OR EDC 673

SPECIAL EDUCATION CERTIFICATION ONLY (21 CREDITS)

Candidates for the special education certification will take seven courses. This program is accredited by the Pennsylvania Department of Education for special education certification (N-12). The following courses and relevant practicum experiences are required:

- EDC 510
- EDC 620
- EDC 644
- EDC 643
- EDC 645
- EDC 661 (SUMMER PRACTICUM)
- EDC 667 (SUMMER PRACTICUM)

AUTISM CERTIFICATE (12 CREDITS)

This is a unique, twelve-credit program leading to a certificate in autism. The Pennsylvania Department of Education does not currently have an endorsement in this area. This program is for certified teachers who are interested in learning and gaining additional experience in autism spectrum disorders. Master's degree candidates interested in specializing in autism can apply these courses as electives to the program.

Course Sequence:

- EDC 655
- EDC 657
- EDC 665
- EDC 667

THE INSTRUCTIONAL LEADERSHIP CERTIFICATE PROGRAM (15 CREDITS)

This is a 15-credit program for certified teachers who desire to learn more about how to be instructional leaders or teacher leaders in their schools. The program starts with a summer practicum experience and culminates with action research and professional development projects. Regardless of

whether the teacher pursues roles as leaders in schools, this program will enhance a teacher's understanding of advanced instructional strategies through course work and action research. Master's candidates may apply these courses to their programs as electives.

- **EDC 505 (6 CREDITS)**
- **EDC 615**
- **EDC 652**
- **EDC 653**

CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE (ESL)

Director: Luis A. Gomez, Ph.D.

Using a schedule that accommodates those already employed as teachers, as well as aspiring new teachers, this program is designed to be responsive to requirements promulgated by the Pennsylvania Department of Education (Division of Teacher Education—Bureau of Teacher Certification and preparation) requiring that teachers of English as a Second Language (ESL) be certified according to specific competencies set forth in the regulations.

Candidates for ESL certification will undergo a predetermined curriculum consisting of five Core courses. These courses will address in depth the areas of expertise that are required by the regulations:

- English Usage and the Development of Linguistic Awareness, including instruction on the process of first and second language acquisition, the process of literacy development for second language learners, and the required strategies that will assist English Language Learners (ELLs) in the different stages of second language acquisition.
- English as a Second Language (Instructional Materials and Development), which includes the design and implementation of ESL programs to assist ELLs in the acquisition of English and cognitive academic language skills. The student will be required to learn and be aware of various methods, strategies, research findings, and resources that address the educational need of ELLs in their learning process, including the use of computer technology. The acquisition of very specific knowledge concerning currently accepted/research-based ESL instructional methods and strategies designed to meet the instructional needs of ELLs will be required.
- Support Services for English Language Learners (ELLs), which provides extensive exposure to knowledge concerning effective assessment, including appropriate tools and practices, for identifying levels of language proficiency, acquisition, and content learning, as well as the means to monitor student progress. The student will be required to obtain extensive knowledge concerning the availability of school support services, the promotion of parental/family involvement in the accomplishment and educational needs of ELLs, as well as a complete familiarity with educational programs and instructional activity adaptation for ELLs that require specially designed instruction pursuant to the Individuals with Disabilities Education Act.
- Development of Cultural Awareness and Sensitivity, where students will be required to become thoroughly informed of behaviors, beliefs, and attitudes of multicultural learners and families. Classroom and research activities will include the incorporation of knowledge of current methods and techniques for teaching English as a Second Language within a culturally/linguistic diverse student/family environment. Further, the student will become aware of techniques that may be employed to promote school staff's understanding and sensitivity toward cultures and languages other than the dominant culture/language in the United States.

Admission Requirements

To be accepted for admission into the program, a student must:

1. Provide evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education.
2. Possess a current and valid teaching certificate in some other area or Have completed an approved teacher preparation program and successfully passed the requisite PRAXIS Exams.
3. Completed the Application for Admission online (free of cost) or the paper Application for Admission, together with the required application fee.

Required Courses:

- **BLS 600**
- **BLS 601**
- **BLS 605**
- **BLS 606**
- **EDC 650**

Course Descriptions

Core Courses

EDC 501 (F, S)

COGNITIVE DEVELOPMENT OF THE CHILD AND ADOLESCENT
3 credits

This course addresses cognitive development and the acquisition of knowledge, and explores the implications for instruction. Emphasizes creating more meaningful learning experiences for pupils who are at varying developmental levels and who have different learning styles.

EDC 502 (F, S)

SOCIAL-EMOTIONAL DEVELOPMENT OF THE CHILD AND ADOLESCENT
3 credits

This course explores social, moral, and sexual development and the significance of this development to the teacher and makes explicit the ways that teachers can make the learning environment more responsive to student needs and create a better match between subject matter and student.

EDC 503 (F)

LIFESPAN HUMAN DEVELOPMENT
3 credits

This course provides an overview of the physical, cognitive, psychosocial, emotional, and moral development for humans across the lifespan. Participants will explore theories of learning and development as they pertain to the individual in the home, in schools, the community, at work, individually, with families and with peers. Attention will be paid to both normative and nonnormative developmental trends.

EDC 505 (SUM)

INTRODUCTION TO INSTRUCTIONAL LEADERSHIP I
6 credits

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision-making using Excel and other data-based programs, data analysis, supervision and professional development. Opportunities to shadow and observe

Practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum.

EDC 510 (F, S, SUM)
HUMAN EXCEPTIONALITIES
3 credits

This course introduces human exceptionalities and surveys the psychological, medical, legal, and social forces influencing the provision of services for exceptional people. Clarifies perceptions of exceptionalities, defines and describes key terms and concepts, and identifies major trends that affect the scope and nature of service to exceptional people.

EDC 601 (F, S)
THE FOUNDATIONS OF EDUCATION
3 CREDITS

This course promotes analysis of the meaning and effects of educational institutions. Provides resources for developing critical understanding of educational thought and practice. Encourages the development of value positions based on critical study. Provides resources for the development of educational policy-making perspectives and skills.

EDC 603 (F, S)
CURRICULUM DEVELOPMENT
3 credits

This course assists students in examining and refining their own concept of the curriculum and provides them with the knowledge and practical skills required to translate that concept into an effective, developmentally based program for learners. Stresses acquiring the knowledge, developing the attitudes, and cultivating the skills that make teachers effective curriculum workers in the schools.

Prerequisites: EDC 501, 502, 602, 613 or permission

EDC 613 (F, S)
THE ROLE OF THE DEVELOPMENTALLY ORIENTED TEACHER
3 credits

This course enables students to more expertly apply child and adolescent developmental concepts to the practice of teaching. Explores strategic instructional planning, teaching styles, presentation skills, cooperative learning, and classroom management systems. Emphasizes the role of the teacher as an educational leader and decision-maker. Uses video-assisted micro-teaches both in the laboratory and the classroom.

Prerequisites: EDC 501, 502 or permission

Certification and Elective Courses

(Certification courses may be used for satisfaction of elective requirements.)

EDC 602 (F, S, SUM)
THE TEACHER AND TECHNOLOGY
3 credits

This course helps teachers incorporate modern technologies of instruction into their classroom practices. Includes visual literacy and design principles, videography, the Internet, videodisc technology, cable in classroom, trends in educational computing, and multimedia. Emphasizes the impact of those technologies on human growth and development. (Students are expected to purchase approximately \$50 of materials for this course.)

Prerequisites: EDC 501, 502 or permission

EDC 612 (SUM)
GEOGRAPHY FOR TEACHERS
3 credits

This course provides educators with the knowledge necessary to institute, update, and enrich the teaching of geography. Examines using geography as an integrative discipline to teach physical and social sciences. Surveys the major research traditions of geography including the earth-science tradition, the culture-environment tradition, the location tradition, and the area analysis tradition. Required of all Elementary and Special Education Certification candidates.

EDC 615 (S)
ADVANCED INSTRUCTIONAL DESIGN
3 credits

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning.

Prerequisite: Instructional I certification; This course may be taken as an elective in the master's program

EDC 616 (SUM)
PLAY, LEARNING, AND EDUCATION
3 credits/ Elective only

This course examines various perspectives on the notion of play in culture, with a particular emphasis on children's play. The course will emphasize the link between theory and practice at the sites in society where children interact with each other and adults.

EDC 617 (F, S)
READING IN THE CONTENT AREAS FOR SECONDARY EDUCATORS
3 credits

This course provides students with the opportunity to understand reading as a strategic interactive process that affects the learner's efforts in all academic areas. Students will explore currently held views of the reading process, instruction techniques, and assessment concerns related to secondary education. Class sessions employ a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.

Prerequisites: EDC 501, 502 or permission

EDC 618 (F, S)
READING AND WRITING IN THE ELEMENTARY-SPECIAL EDUCATION CLASSROOM
3 credits

Promotes understanding of reading as a strategic interactive process that affects learners' efforts in all academic areas. Explores currently held views of the reading process, instruction techniques, and assessment concerns related to elementary and secondary education. Employs a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates.

Prerequisites: EDC 501, 502 or permission

EDC 619 (SUM)

IMAGES OF EDUCATION AND CHILDHOOD IN LITERATURE, HISTORY, PAINTING, AND FILM
3 credits/Elective

The seminar will examine how concepts of schooling and childhood evolved in American and European culture from the 18th century to the present. The course will focus on how literature, painting, and film reflect these changing concepts as they relate to the following: progressive vs. traditional schooling; school as factory, temple, and town meeting; public vs. private schooling; corporal punishment; moral education; childhood, heredity, and environment; and childhood, creativity, and imagination. The course will also include a field trip to the Philadelphia Museum of Art.

EDC 642 (F, S, Winter Intersession)

DEVELOPMENT OF MATHEMATICAL THOUGHT
3 credits

Assists students in understanding how children develop quantitative reasoning and examines implications for teaching math concepts, skills, and problem-solving approaches across content areas. Provides a basis for understanding the changing mathematics curriculum and offers opportunities to plan and evaluate instructional techniques. Required of all Elementary and Special Education Certification candidates.
Prerequisites: EDC 501, 502 or permission

EDC 644 (S, SUM)

ASSESSING THE ABILITIES OF ALL LEARNERS
3 credits

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student. Classroom based practices using differentiated assessments is also emphasized in this course.
Prerequisites: EDC 501, 502, or permission

EDC 652 (F)

LEADERSHIP AND EDUCATIONAL CHANGE I
3 credits

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools for the purpose of achieving positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will conduct needs assessments in their schools and design a professional development project that will result in positive classroom or school change. Approval of the project is required by the school leadership and course instructor prior to progressing to the next course (EDC 651), in which the action research project will be implemented. In order to prepare graduate students for this project they will be exposed to the following 1) school staff development needs and resources based on analysis of data, interviews with teachers and the leadership team, and personal observations; 2) multiple assessments designed to measure program outcomes, and; 3) activities designed to address the needs of the educational program and needs assessment.
Prerequisites: EDC 505, EDC 615

EDC 650 (F, S, SUM)

LANGUAGE ASSESSMENT AND SPECIAL EDUCATION OF ESL LEARNERS
3 credits

Provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment,

performance assessment, rubrics, and portfolios will be addressed specifically. Issues in authentic assessment and assessment in the content areas will also be addressed. Helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students will analyze the impact that a handicapping condition has on the individual in learning and social environments.

Prerequisites: BLS 600, BLS 601, or permission

EDC 653 (S)

LEADERSHIP AND EDUCATIONAL CHANGE II
3 credits

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes.

Prerequisite: EDC 505, EDC 615, EDC 651

EDC 655 (F, S)

DIMENSIONS OF AUTISM
3 credits

This course provides an overview of the historical and legislative antecedents of autism spectrum disorder (ASD). Students will learn about the characteristics of students who fall within the Autistic Spectrum (Asperger's syndrome, pervasive developmental disorder, Rett's syndrome, childhood disintegrative disorder, and hyperlexia) in preparation for teaching students with autism in inclusive and self-contained settings. Students will be introduced to a continuum of interventions for students with ASD.

EDC 665 (SUM)

COMMUNICATION STRATEGIES FOR TEACHERS OF STUDENTS SPANNING THE SPECIAL NEEDS SPECTRUM
3 credits

This course will provide educators with new insights into the communications-related needs of students, enable participants to work more effectively with related services in the delivery of special programming and, teach class members to apply new technologies and strategies to best meet the needs of special needs students including those with Autism Spectrum Disorders (ASD). In collaboration with speech-language pathologists, current practices in monitoring, data-gathering and assessment of students holding communications-related IEPs will be introduced, practiced and applied to the classroom setting in a practicum experience.
Prerequisite: EDC 655

EDC 657 (S)

SYSTEMS APPROACH WITH FAMILIES AND EDUCATORS
3 credits

This course is designed to provide the Marriage and Family Therapy (MFT) Graduate Student, and the Education Graduate Student with an understanding of how family systems, the education system and the community mental health system operate independently and collectively, and the influence each has on the other with regard to the special needs child and family. The goal of the course is to enhance the understanding of the delivery of service, and its impact on the well being of the child and the family. A comprehensive overview of systems approach to family therapy, the educator's role within the education system, and access and understanding of the community mental health system will be examined and explored. Additionally examined will be cultural issues and realities,

the ethical considerations in treating a special needs child and family, and how all systems within the child's life can collaborate within the treatment model developed for that child.

Prerequisite: EDC 655

EDC 667 (F or S)

IMPLEMENTING THE IEP IN THE INCLUSIVE CLASSROOM

3 credits

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed. The majority of classes will be taken on-line, with occasional group meetings on campus.

Prerequisites: (For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; For the autism certificate program: EDC 655; EDC 665)

EDC 670

SPECIAL TOPICS IN EDUCATION

3 credits

Permits individual examination of topics of special interest. Requires faculty sponsor and permission of the Director.

EDC 673 LAW (F or S)

SEMINAR IN SCHOOL

3 credits

This course surveys the complex legal environment in which schooling takes place. Explores the variety of laws and regulations that govern the work of educators. Outlines guiding legal principles and summarizes the legal processes whereby conflicts are resolved.

EDC 676 (F)

CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE

3 credits

This course critically surveys various approaches to classroom management and school discipline. Emphasizes the planning and execution of practical skills.

Field Experience and Integrated Course Work

Elementary and Special Education Certification Candidates

INCLUSION PRACTICUM (COMBINES EDC 643, EDC 645, AND EDC 661)

EDC 643 (SUM)

DEVELOPING AND ADJUSTING INSTRUCTION

3 credits

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience

necessary to implement instruction in inclusive and non-inclusive educational settings.

Prerequisites: EDC 501, EDC 510 and enrollment in elementary and special education certificate program or EDC 510 and enrollment in the special education certification program for practicing teachers.

EDC 645 (SUM II)

PLANNING AND INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

3 credits

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services.

Prerequisites: EDC 643

EDC 661 (SUM II)

TEACHING MODERATELY AND SEVERELY HANDICAPPED LEARNERS: A FIELD EXPERIENCE

3 credits

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences.

Prerequisites: EDC 643, EDC 645

PROFESSIONAL SEMESTER (COMBINES EDC 662 AND EDC 679, OR EDC 669 AND EDC 679)

EDC 662 (F, S)

ELEMENTARY AND SPECIAL EDUCATION STUDENT TEACHING

3 credits

Required of all Elementary and Special Education Certification candidates with no teaching experience.

Prerequisites: Must be taken as final course in certification sequence.

EDC 669 (F, S)

ELEMENTARY AND SPECIAL EDUCATION SUPERVISED TEACHING/ TRANSITIONAL TEACHING

3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take student teaching.

Prerequisite: Must be taken as final course in certification sequence.

EDC 679 (F, S)

ELEMENTARY AND SPECIAL EDUCATION SPECIAL METHODS OF TEACHING

3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates.

Prerequisite: Must be taken as final course in certification sequence.

Secondary Education Certification Candidates

SECONDARY EDUCATION PRACTICUM (COMBINES EDC 647 AND EDC 648)

EDC 647 (SUM)

DEVELOPING AND ADJUSTING INSTRUCTION FOR SECONDARY LEARNERS
3 credits

This course applies a developmental perspective to the design and implementation of secondary-level instruction.

Prerequisite: Permission of Graduate Director

EDC 648 (SUM)

SECONDARY EDUCATION SUMMER PRACTICUM
3 credits

An intensive summer immersion program for secondary certification candidates. Provides an early full-time classroom teaching experience in a closely supervised and highly supportive clinical setting.

Prerequisite: Permission of Graduate Director

PROFESSIONAL SEMESTER (combines EDC 668 and EDC 679, or EDC 689 and EDC 679)

EDC 668 (S)

SECONDARY EDUCATION SUPERVISED TEACHING (S)
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position.

The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.)

Required of all certification candidates who are not required to take student teaching.

Prerequisite: Must be taken as final course in certification sequence.

Practicum II (combines EDC 668 and EDC 679, or EDC 689 and EDC 679)

EDC 668 (S)

SECONDARY EDUCATION SUPERVISED TEACHING (S)
3 credits

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with two or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his or her own current private or public school position.

The supervised teacher also conducts an action research project. (Must meet Commonwealth standards as appropriate for area of certification.)

Required of all certification candidates who are not required to take student teaching.

Prerequisite: Must be taken as final course in certification sequence.

EDC 680 (S)

SECONDARY EDUCATION SPECIAL METHODS OF TEACHING
3 credits

Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required.

Required of all certification candidates.

Prerequisite: Must be taken as final course in certification sequence.

EDC 689 (S)

SECONDARY EDUCATION STUDENT TEACHING
3 credits

Required of all certification candidates not eligible for Supervised Teaching.

Prerequisite: Must be taken as final course in certification sequence.

Reading Specialized Courses Descriptions

EDC 620

LITERACY DIFFICULTIES: ASSESSMENT AND INTERVENTION

Prepares reading specialists to meet the needs of students who demonstrate significant problems in reading and writing. It prepares reading specialists to use diagnostic assessments as a basis for planning instruction. Emphasis is placed on understanding and analysis of reading problems and the design and implementation of instructional interventions in reading and language arts.

Prerequisites: EDC 501 and 617 or 618; or enrolled in special education certification program

EDC 640

LITERATURE FOR CHILDREN AND ADOLESCENTS ACROSS THE CURRICULUM
3 credits

Presents the reading specialist with techniques and strategies for presenting literature to children and adolescents and getting them to respond to it. Students interact with a wide variety of children's literature, to recognize notable authors and illustrators, and to develop an ability to critically analyze children and young adult literature from diverse perspectives. Students will examine, evaluate, discuss, and use literature and related non-print materials for children and young adolescents and explore strategies for using trade books across the curriculum and for introducing children to literature. Students develop an understanding for ways in which children's literature develops literacy and encourages young people to know the pleasure that can derive from reading good books. Materials for children, adolescents, and adults with limited reading abilities are covered.

Prerequisites: EDC 501 and 617 or 618

EDC 649

THE LITERACY COACH: IMPROVING THE TEACHING OF READING AND WRITING IN THE CONTENT AREAS
3 credits

This course promotes the concept that a specialist, serving as a school's literacy coach, can work effectively with secondary teachers to improve students' literacy skills as they study their content area subjects. Future specialists will learn to collaborate with content teachers as they make learning more lasting and meaningful. Strategies, techniques, and approaches will be demonstrated to show how more effective learning can take place without any appreciable loss of "content time."

Prerequisites: EDC 501 and 618

EDC 651

LITERACY INTERNSHIP PRACTICUM
6 credits

The literacy internship is the capstone experience for the program.

Students will complete a minimum of 100 hours in an intensive summer reading program designed for children and adolescents. Students will be expected to apply concepts from their course work to their work with students who are struggling readers. Students will be expected to conduct

literacy evaluations of students with mild, moderate, and severe reading or writing difficulties, design specific literacy instruction to meet student needs, implement instruction, and evaluate the effectiveness of the instructional techniques on literacy growth. Students will also be expected to choose literacy materials that are in line with students' instructional levels and to develop a literacy-rich and positive learning environment.
Prerequisites: EDC 618, 620, and 640.

EDC 695**ACTION RESEARCH AND EDUCATIONAL CHANGE**

3 credits

Focuses on developing education professionals' ability to critically reflect on problems arising in schools through developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format. Students will be introduced to publishing opportunities.

Prerequisites: EDC 617 or 618, 620, 640, and 651

EDC 697**MASTER'S ACTION RESEARCH PROJECT**

(1 credit, ongoing until project is completed)

3 credits

As a continuation of EDC 695: Action Research and Educational Change, students will be designing, conducting, implementing, and analyzing data collected from action research proposals began during the EDC 605 course. Students will be mentored as they engage in the research process. A final report of the action research will constitute a master's thesis.

Prerequisites: EDC 695 and 601

THE HISPANIC INSTITUTE AT LA SALLE UNIVERSITY

The Hispanic Institute at La Salle University encompasses an array of programs for study:

- M.A. in Bilingual/Bicultural Studies
- ESL Program Specialists Certificate
- Certificate in Translation
- M.A. in TESOL (Teaching English to Speakers of Other Languages)

The description and requirements for each program are provided, followed by the course descriptions for all courses within the Institute.

MASTER OF ARTS IN BILINGUAL/BICULTURAL STUDIES (ENGLISH/SPANISH)

Faculty

Director: Luis A. Gómez, Ph.D.

Associate Professors: Gómez, Ossa

Assistant Professors: Biehl, Gracia

Lecturers: Hains-Poorman, Hargrow, Jiménez-Corretjer, Kopec, Morante, Natalini, Pérez, Swartz, Toro

Description of Program

The Master of Arts degree in Bilingual/Bicultural Studies is a part-time and/or full-time degree program (evenings) for educators and other professionals who work with the ever-growing Latino population of the Philadelphia area and the nation. The program is designed to provide extensive bilingual and bicultural instruction for law enforcement personnel, nurses and doctors, patient care hospital employees, social workers, court employees, human resources professionals, business professionals, lawyers, and paralegals, etc.

The program is flexible and may be tailored to fit the needs and interests of individual students.

The language component is individualized, and students are encouraged to apply regardless of their current proficiency level in the Spanish language.

Admission Requirements

To be accepted for admission into the program, a student must present for consideration the following documents and credentials:

1. Evidence of successful academic achievement in completion of a baccalaureate degree from an accredited institution of higher education. Only official transcripts will be accepted from U.S. colleges and universities. In the case of applicants who have graduated from foreign colleges and universities, "validating" documentation will be required.
2. Acceptable scores in the Miller Analogies Test (MAT). Also acceptable are GRE and GMAT results. This requirement may be waived for those applicants that already hold an advanced degree. This requirement may also be waived for those applicants with an undergraduate GPA (Grade Point Average) of 3.5 or better. Proof of an advanced degree will be required (official transcript).
3. Two letters of recommendation from professors or supervisors who can address the candidate's ability and motivation for enrolling in this program.
4. Your current professional resume
5. The Application for Admission, accompanied by the stipulated application fee payable to La Salle University. Application for Admission may be filed online at no cost by accessing La Salle's Web site, www.lasalle.edu.

A paper Application for Admission may be obtained by contacting:

Luis A. Gómez, Ph.D.
Director, The Hispanic Institute
La Salle University
Philadelphia, PA 19141
Phone: 215.951.1209
Fax: 215.991.3546
E-mail: gomez@lasalle.edu

Retention and Completion Requirements

The program requires that a minimum of a 3.0 GPA (Grade Point Average) be maintained through the complete curriculum.

A student that falls below this standard, at any time, is automatically in academic jeopardy and he/she is subject to academic review by the Director. A student falling below the GPA requirements will be allowed the two following semester to bring his/her GPA to a 3.0 or better. Failure to accomplish this will result in dismissal from the program.

In order to earn the M.A. in Bilingual Bicultural Studies, students must complete, successfully, all core and elective courses for a total of 33 credits in the program.