

TSOL 701**M.A. TESOL PRACTICUM**

The purpose of the TESOL Practicum is to have the M.A. in TESOL student apply what they have learned during their studies in a new setting such as a school or non-profit organization. The student will select the organization with the Director's approval and will provide the Director with a supervisor who will oversee the practicum at the organization. It is expected that students take advantage of the practicum as a way of not only putting to use what they have learned but also of combining service and learning to search for deeper meaning in activities which strive for social justice and raise profound questions about issues facing many students the M.A. in TESOL is designed to serve.

A Practicum Handbook is available to provide guidance to the student through the Program Director

Prerequisite: Successful completion of all Core and Elective courses, M.A. in TESOL program.

TSOL 751**M.A. TESOL MASTERS PROJECT/THESIS**

Students must complete a Masters Project/Thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience geared to provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty advisor for a description of options and guidelines to meet the requirements of the M.A. in TESOL Program.

Students should register for the capstone master thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the Practicum) before they would be allowed to register for TSOL 751.

Research which involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.

A Project/Thesis Manual is available to the student through the Program Director.

MASTER OF ARTS IN HISTORY

Faculty

Director: George B. Stow, Ph.D.

Professors: Rossi, Ryan, Stow

Associate Professors: Desnoyers, Fair, Leibiger

Assistant Professors: Allen, Hanson, Jarvinen, McInneshein

Lecturer: McInneshein

Description of Program

La Salle's M.A. in History program is different from all others in the Mid-Atlantic region in three distinct ways:

1. A Two-Track Program
 - M.A. in History for Educators (33 credits)
 - M.A. in History (30 credits)
2. A blending of traditional "readings" courses with primary-source based, historical analysis courses
3. A common required Core of seven courses

1. HIS 510: Historiography
 2. HIS 610: Readings in American History
 3. HIS 620: Readings in European History
 4. HIS 630: Readings in World History
 5. HIS 640: Visualizing History
 6. HIS 650: Oral History
 7. HIS 660: Handling History
4. Students in the M.A. in History track have the option of either a comprehensive exam or writing a thesis.

These unique features of La Salle's M.A. program provide distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in History. The appeal for all teachers with teaching certificates is that this program will broaden and deepen their knowledge of History in order to:

- Maintain active certification status (in conformity with Act 48).
- Reach the "highly qualified teacher" category by mastery of content knowledge.

Those students in pursuit of a traditional M.A. in History will also find La Salle's program attractive.

- The proposed M.A. curriculum in History is professional in nature and is designed as preparation for the doctorate and numerous professional careers.
- The historiography course, the three "readings" courses, and the two history electives will extend students' undergraduate preparation in these areas, and the three primary source-based historical analysis courses will provide excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

Certificate Option

Non-matriculating degree students will have the option of enrolling in a series of courses leading to a Certificate in one of three areas:

- European History
- American History
- World History
- Teaching Advanced Placement History

Under this plan, students will complete the following four courses:

History 510 (Historiography)

History 610, 620, 630 (one course in chosen area)

History Elective (area-specific)

History Elective (area-specific)

or

Teaching of Advanced Placement History

Students who earn a Certificate in one of the above areas may, with the approval of the Director, apply these four courses toward either the M.A. in History for Educators or the M.A. in History.

The Certificate option will appeal especially—but not exclusively—to those educators already well along in their teaching careers and interested in qualifying for either Act 48 or "Highly Qualified" status.

Admission Requirements

M.A. in History for Educators*

In most cases, candidates for admission to the M.A. program in History for Educators should have taken 18 hours of undergraduate course work in History or a related discipline, with a GPA of at least 3.0. In addition, candidates must present transcripts of all undergraduate course work, three letters of recommendation, and a brief personal statement (250 to 500 words), along with evidence of one of the following: a currently valid teaching certificate; an acceptable score on the Graduate Record Examination General Test or the Miller Analogy Test; and an acceptable score on the Professional Knowledge section of the PRAXIS Test. (Native speakers of a language other than English must submit TOEFL scores.)

M.A. in History*

In most cases, candidates for admission to the M.A. program in History should meet the following admission criteria: 18 hours of undergraduate course work in history or a related discipline with a GPA of at least 3.0; an acceptable score on the Graduate Record Exam General Test (native speakers of a language other than English must submit TOEFL scores); transcripts of all undergraduate course work; three letters of recommendation; a brief personal statement (250 to 500 words); and a writing sample (preferably from an undergraduate research paper).

* It should be noted that the stated admission requirements are construed as guidelines; the graduate admission committee fully recognizes that some candidates may present either credentials or prior experiences that lie beyond the parameters described above.

Certificate Option (12 credits)

Criteria for admission are an undergraduate degree in history, social studies education, or a related discipline. In addition, candidates will submit three letters of recommendation and complete an interview with the Program Director.

The Application for Admission may be obtained by contacting:

Dr. George B. Stow, Director
Graduate Program in History
La Salle University
Philadelphia, PA 19141
215.951.1097
E-mail: stow@lasalle.edu

Tuition and Fees 2009-2010

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

Progression through the Program

Required for M.A. in History for Educators (33 Credits)

HIS 510	Historiography
HIS 610	Readings in American History
HIS 620	Readings in European History
HIS 630	Readings in World History
HIS 640	Visualizing History*
HIS 650	Oral History*
HIS 660	Handling History*
HIS 690	Current Issues and Practices in Teaching
HIS 700	History Elective: Titles Vary

HIS/EDC	History/Education Elective
HIS 750	M.A. Project in Historical-Pedagogical Research

N.B.: HIS 70 may be substituted for HIS 640, 650, or 660.

Required for M.A. in History (30 Credits)

HIS 510	Historiography
HIS 610	Readings in American History
HIS 620	Readings in European History
HIS 630	Readings in World History
HIS 640	Visualizing History*
HIS 650	Oral History*
HIS 660	Handling History*
HIS 700	History Elective
NB: For comprehensive option: HIS 710 and HIS 760	
NB: For thesis option: HIS 770 and HIS 780	
HIS 710	History Elective
HIS 760	Seminar: Integration and Applications of Research Strategies Presented in Core Courses
HIS 770	Thesis Direction I
HIS 780	Thesis Direction II

N.B.: HIS 70 may be substituted for HIS 640, 650, or 660.

Required for Certificate Option (12 Credits)

HIS 510	Historiography
HIS 610, 620, or 630 (one course in chosen area)	
History Elective (area-specific)	
History Elective (area-specific)	

Five-Year Bachelor's to Master's In History

Students may earn both the B.A. degree and the M.A. degree in History by participating in the University's Five-Year Program. Students would satisfy the undergraduate History major requirements during their first four years at the University, earning a minimum of 120 credits, of which a maximum of six may be graduate credits, completing a minimum of 38 courses, while maintaining a GPA of 3.0 or better. Upon completion of the B.A. degree, students may then enter the M.A. in History program by completing the remainder of the full degree requirements

Course Descriptions

HIS 510

HISTORIOGRAPHY: INTRODUCTION TO RESEARCH AND HISTORIOGRAPHY

HIS 610

READINGS IN AMERICAN HISTORY

This seminar, which covers central themes and developments from 1607 to the present, will focus on the growth of national identity, the founding and preservation of the American republic, the crucible of slavery and its aftermath, the rise of the United States as a military and industrial power, and the struggle to create an inclusive society.

HIS 620

READINGS IN EUROPEAN HISTORY

This seminar follows the contours of an advanced course in the development of Western Civilization. The seminar is divided into two segments: from antiquity to the Renaissance and from the Renaissance to the modern era. Readings will focus on principal themes and developments in the following areas or disciplines: political and social; economic; religious; scientific; diplomatic and military; intellectual and cultural.

HIS 630

READINGS IN WORLD HISTORY.

While there will be appropriate selected readings taken from the classical civilizational cores of Egypt, Southwest Asia, India, China, and the Mediterranean, less studied areas (e.g., the Pre-Columbian Americas and Africa) will be examined as well. Much of the work will concentrate on the post-1500 world, generally—but by no means universally—agreed to be the true realm of global history. Political, social, economic, religious, and gender issues will be examined, with a particular emphasis on cross-cultural connections and patterns.

HIS 640

VISUALIZING HISTORY

Analysis of historical themes and topics (e.g., American immigration; 20th century American social and intellectual history; the Greco-Roman World; World Wars I and II) through readings, photography, painting, and film documentaries.

HIS 650

ORAL HISTORY: THEORY AND PRACTICE

Theme-based readings and practice in oral history (e.g., family history, labor and class history; gender history; African-American history; military history).

HIS 660

HANDLING HISTORY: MATERIAL CULTURE AND ARCHIVAL ANALYSIS

Theme-based or chronologically-based readings complemented by analysis of material culture and archival research (e.g., studies of the history of printing, deconstruction of broadsides, visits to the University Archives, lecturers from the Philadelphia Museum of Art).

M.A. in History for Educators Only**HIS 690**

CURRENT ISSUES AND PRACTICES IN TEACHING HISTORY

Critical examination of various pedagogies used in the middle and secondary school classroom (from instructivism through constructivism); analysis of character education, gender education, and multicultural education; practice in applying these pedagogies and topics to a specific historical theme.

HIS 700

HISTORY ELECTIVE: TITLES VARY

Samples include “George Orwell: The Man and His Times”; “The Ordeal of Total War: World War II”; “Fourteenth-Century England: Calamity and Creativity”; “China and Japan”; “The American Intellectual Tradition”; “Re-Imagining Colonialism and Imperialism”; “Madison and the Founding of the American Republic”; “Colonial Latin America.”

EDC Education Elective: (open)**HIS 750**

M.A. THESIS IN HISTORICAL-PEDAGOGICAL RESEARCH (CONTINUATION OF HIS 690)

M.A. in History Only**HIS 700**

HISTORY ELECTIVE: TITLES VARY

Samples include “George Orwell: The Man and His Times”; “The Ordeal of Total War: World War II”; “Fourteenth-Century England: Calamity and Creativity”; “China and Japan”; “The American Intellectual Tradition”; “Re-Imagining Colonialism and Imperialism”; “Madison and the Founding of the American Republic”; “Colonial Latin America.”

HIS 710

HISTORY ELECTIVE: TITLES VARY

See History 700 (or related course in another La Salle University Graduate program).

HIS 760

SEMINAR: INTEGRATION AND APPLICATION OF RESEARCH STRATEGIES PRESENTED IN CORE COURSES

HIS 770

THESIS DIRECTION I

Supervised research for students writing the M.A. thesis.

HIS 780

THESIS DIRECTION II

Supervised research for students writing the M.A. thesis.

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY LEADERSHIP

Faculty

Program Director: Margaret M. McCoey, M.S.

Professor: Joglekar, Longo, Miller, Seltzer, Smither

Associate Professors: Blum, Kirsch, McManus, Redmond, Tavana

Assistant Professors: Catanio, Highley, LoPinto, McCoey, Szabat, Turk

Associate Faculty: Wiley, Pasquale

Lecturers: Julian, Wacey

Description of Program

In the Master of Science in Information Technology Leadership (M.S. ITL) program, students examine the foundation of information technology and the leadership skills needed for mid- to high-level information technology or systems managers. There is ample evidence that companies have a significant need for such leaders with the widespread use of information technology. Industry studies report that it is important for both the technical and the business sides to better understand each