

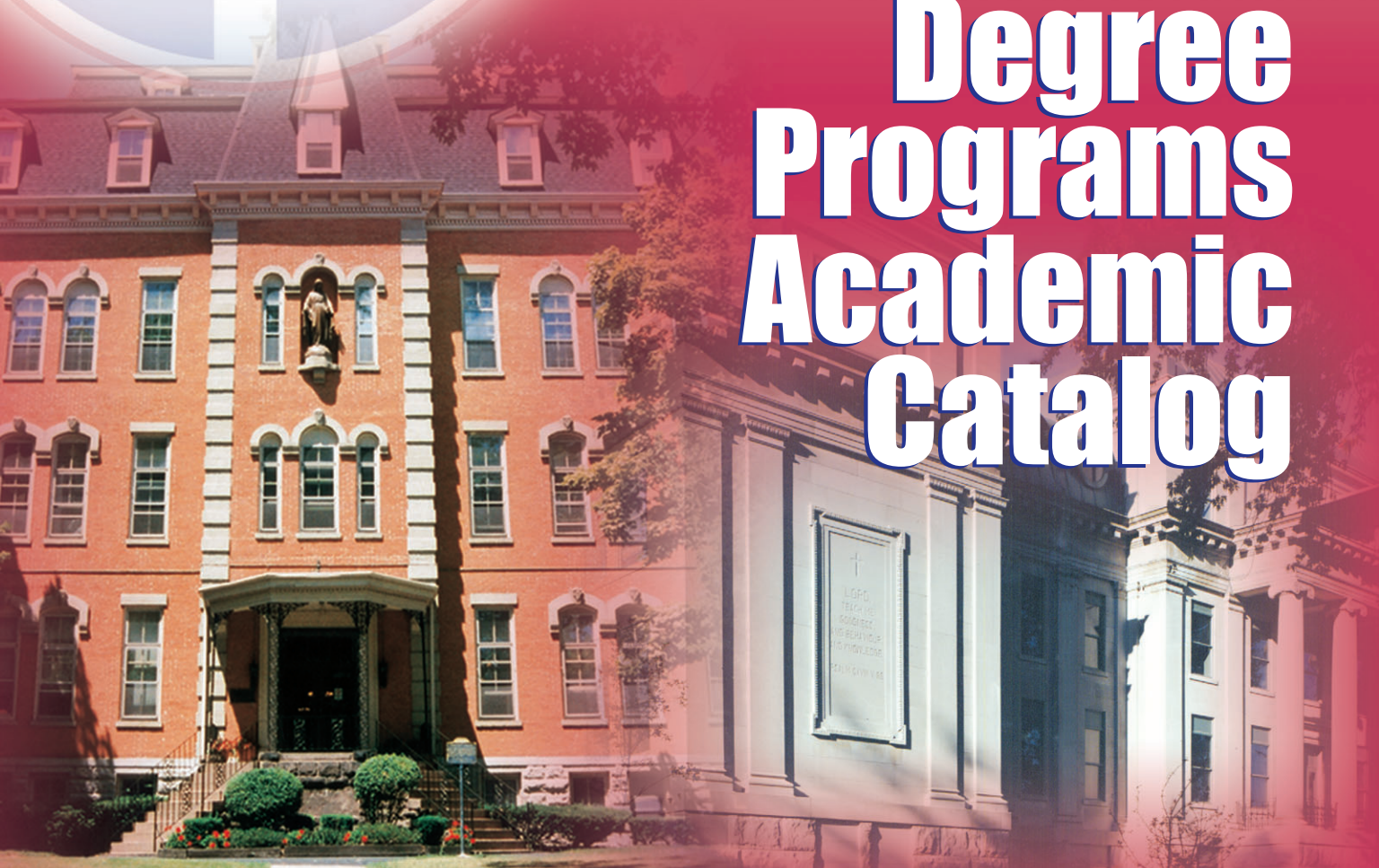


D'Youville
COLLEGE

Educating for Life

Graduate and Professional

**Degree
Programs
Academic
Catalog**



2004-2005



D'Youville
C O L L E G E

**Graduate and Professional
Degree Programs**

Academic Catalog

2004-2005

D'YOUVILLE COLLEGE
One D'Youville Square
320 Porter Avenue
Buffalo, NY 14201
(716) 829-8000

2004-2005 Calendar

FIRST SEMESTER 2004

| | |
|-----------------|---|
| August 30 | First Day of Classes |
| September 6 | Labor Day (college closed) |
| September 24-25 | Alumni Homecoming Weekend |
| October 11 | Columbus Day (observed) Canadian Thanksgiving (college closed) |
| November 24-28 | Thanksgiving Holidays (college closed) |
| November 29 | Classes Resume |
| December 11 | Last Day of Classes |
| December 13-18 | Final Examinations |
| December 18 | Final Day of Semester |

SECOND SEMESTER 2005

| | |
|------------------|--|
| January 17 | Martin Luther King Day (obs. - college closed) |
| January 18 | First Day of Classes |
| February 21 | Presidents Day (observed - college closed) |
| February 22 | Winter Break (no classes) |
| March 2 | Honors Convocation |
| March 25 | Good Friday (college closed) |
| March 25-April 3 | Spring Break (no classes) |
| April 4 | Classes Resume |
| May 7 | Last Day of Classes |
| May 9-14 | Final Examinations |
| May 14 | Final Day of Semester |
| May 20 | Baccalaureate Service |
| May 21 | Commencement |

Contents

| | | | |
|----------------------------|----|----------------------------------|----|
| MESSAGE FROM THE PRESIDENT | 3 | ACADEMIC POLICIES AND PROCEDURES | 16 |
| D'YOUVILLE TODAY | 4 | ACADEMIC PROGRAMS | 24 |
| STUDENT LIFE | 8 | COURSE DESCRIPTIONS | 53 |
| ADMISSIONS | 10 | DIRECTORIES 2004-2005 | 75 |
| EXPENSES AND FINANCIAL AID | 12 | | |

President's Message

Dear Friends,

Today, graduate study is needed more than ever for career development. The changes in society and in the work place necessitate continuing education in virtually all professional careers.

D'Youville College has recognized this need and established a select number of graduate programs. Programs include: nursing with a choice of clinical focus; community health nursing; health services administration; international business; family nurse practitioner; elementary, secondary and special education; occupational therapy; physical therapy; and dietetics. Recently, D'Youville College began doctoral programs in health policy and health education (Ed.D.); educational leadership (Ed.D.); and now, a doctor of chiropractic program begins in the fall of 2004.

D'Youville's graduate and professional programs encourage excellence and scholarship; they provide time for research and prepare students for continued advancement, both personally and professionally. Education is promoted by curricula which focus on such themes as ethical considerations, practical experience, professional skills and research.

Over nine decades, D'Youville College has established a proud reputation for excellence in teaching. In both graduate and baccalaureate programs, the college endeavors to graduate individuals who are competent professionals, sensitive to the needs of others and prepared to assume leadership in their chosen professions.

We are honored by your interest in graduate education at D'Youville College.

Sincerely,



Sister Denise A. Roche, GNSH, Ph.D.
President



D'Youville Today

D'YOUVILLE COLLEGE is an independent, urban, coeducational institution. It provides liberal arts, professional programs and doctoral education for more than 2,400 graduate and undergraduate students in day, evening, weekend and summer sessions. The Grey Nuns founded D'Youville as the first college for women in Western New York. It became coeducational in 1971.

Under its 1908 charter of incorporation, D'Youville College is legally authorized to conduct an institution of higher learning and to grant recognized degrees. A self-perpetuating board of trustees has governed the college since a charter amendment in 1970.

The college offers a variety of baccalaureate, master's-level and post-baccalaureate programs as well as advanced certificate programs in health-related professions. The college also offers new doctoral programs in health policy and health education, educational leadership and chiropractic. Graduate programs include community health nursing, family nurse practitioner, nursing (choice of clinical focus), early childhood, childhood, middle childhood, adolescent, and special education, teaching English to speakers of foreign languages (TESOL), health services administration, international business, occupational therapy and physical therapy. Five-year programs leading to dual degrees have been established in dietetics, international business and occupational therapy.

A six-year program in physical therapy (D.P.T.) is also offered, as well as an R.N.-B.S./M.S. degree in nursing. Additionally, certificate programs are offered in addictions in the community, advanced orthopedic physical therapy, clinical research associate, family nurse practitioner, health services administration, holistic nursing, hospice and palliative care, improving performance, long-term care administration, manual physical therapy and nursing and health-related professions.

Post-baccalaureate teacher certification programs are also available in childhood, adolescence and special education. D'Youville is accredited by the Middle States Association of Colleges and Schools. The undergraduate and graduate programs in nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The combined B.S./M.S. in occupational therapy and the M.S. in occupational therapy program are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. The D.P.T. and M.S. programs in physical therapy are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE/APTA). The M.S. in International Business program is accredited by the International Assembly for Collegiate Business Education (IACBE). The combined BS/MS dietetics program is accredited by the American Dietetic Association Council on Education. Programs of study are registered with the Office of Higher Education of the New York State Education Department.

A campus-wide computer network with broad Internet access for students, faculty and staff offers a host of available software required for specific academic programs. Distance learning has been employed as a means of maintaining direct contact with students, even if they are physically removed from the campus.

D'Youville has a sound reputation for educating professionals for community service. The college introduced majors in sociology and business during the 1930s and established Western New York's first baccalaureate nursing program in 1942. Traditionally a leader in education, D'Youville has received state approval for teacher education programs for childhood, adolescent and special education. The college opens a new doctoral program in fall of 2003 that offers a choice of two tracks, one in health policy and another in health education.

Today, the tradition of excellence is maintained as D'Youville continues to offer and promote academic leadership and responds to community needs. D'Youville College remains firmly committed to the personal growth and well being of all those within its sphere of influence.

Heritage

D'Youville College is named for Marguerite d'Youville, an 18th-century Canadian woman whose love of God inspired her to spend her life responding to societal needs and finding creative ways of serving the poor.

She was born near Montreal in 1701. Marguerite was a widow with young children, who never neglected the poor. She was an astute and resourceful businesswoman, a compassionate friend and a person whose life was deeply rooted in her trust in God. Other women joined in her efforts to offer asylum for the elderly, blind, orphaned and abandoned. Known as the Grey Nuns, Sisters of Charity, the group became one of the first congregations of religious women to be founded in Canada.

During her life, Marguerite assumed the responsibility for administering the General Hospital of Montreal, founded homes for the poor and aged and cared for unwed mothers, orphans, sick and wounded military men, regardless of their allegiance. She earned the title Mother of Universal Charity, insisting that, "The poor must know that we never refuse to serve." On Dec. 9, 1990, she was declared St. Marguerite d'Youville in St. Peter's Basilica, Rome.

D'Youville College seeks to continue the spirit of Marguerite D'Youville, especially by encouraging students to be proficient, innovative, resourceful, compassionate and well-informed members of society.

Core Values of D'Youville College

As a community of scholars, D'Youville College values the free exchange of ideas and encourages diverse points of view and the rigorous examination of assumptions. Individuals must be prepared through education, not only to meet the challenges of today, but also to address the challenges of the future. Excellent education is a contribution to the betterment of society. It offers students an academic experience, which helps them develop their potential and emerge as enriched human beings with a love of learning and a sense of responsibility for themselves and others. Through lifelong learning, educated people continue to search for truth, are committed to use their talents to contribute to the betterment of the local and world communities, and seek excellence in their personal and professional endeavors. D'Youville College holds that there are four foundation stones in an effective learning environment: academic preparation, practical experience, a consistent value structure and a concern for the betterment of the community. The resulting educational process simultaneously shapes D'Youville graduates and the communities they serve. Every person is important; we never refuse to serve.

The Vision of D'Youville College

D'Youville College will be a leader in education, a community of scholars, an exemplary model of service and a dynamic force within the community.

Mission Statement

D'Youville College is an independent institution of higher education that offers baccalaureate and graduate programs to students of all faiths, cultures, and backgrounds.

D'Youville College honors its Catholic heritage and the spirit of St. Marguerite D'Youville by providing academic, social, spiritual, and professional development in programs that emphasize leadership and service. D'Youville teaches students to contribute to the world community by leading compassionate, productive, and responsible lives.

Guiding Principles

SERVICE TO STUDENTS:

The education of students is the primary reason for D'Youville's existence. All else is measured against its ability to attain excellence in the educational process.

INDIVIDUALITY:

D'Youville College recognizes that each person has intrinsic dignity and unique capabilities. It shows concern for all students and all associated with the college, providing each individual with the opportunity and support to reach his or her highest potential.

FACULTY ROLE:

The main right and responsibility of faculty is teaching and engaging in those scholarly and professional activities that support effective teaching.

SHARED DECISION-MAKING:

D'Youville strives toward decentralized decision-making to take advantage of professional capabilities. Personal growth and professional development are encouraged as important to organizational growth and the achievement of the college's mission. It is always moving toward greater decision-making power for, and involvement of, those associated with the college.

EQUITY AND FAIRNESS:

The college community uses equity and fairness guidelines for all decision-making. It demands personal and institutional integrity, and fosters personal and institutional innovation and creativity.

PURSUIT OF EXCELLENCE:

D'Youville pursues excellence in all chosen endeavors. There is an expectation of a high level of competence in all areas.

RESPONSIBILITY:

Responsibility for one's self is considered an essential element of the learning process and is expected from all involved with the college. Students are given as much responsibility for decision-making and actions as they are capable of handling.

HEALTH:

The college finds it important to promote and maintain the physical and emotional well being of all those involved.

COMMITMENT:

Commitment to the institution's growth and success is expected of all individuals associated with the college.

BALANCE OF COOPERATION AND PROFESSIONAL AUTONOMY:

The college encourages cooperation among, and linkages between, programs and disciplines while recognizing the uniqueness of each. It respects the right of professional self-regulation and autonomy.

CONCERN FOR OUR NATIONAL AND SOCIAL ENVIRONMENT:

The college community is responsible and accountable for fulfillment of the D'Youville College mission. However, in accomplishing that mission, it remains mindful of the public trust. The college is sensitive to the surrounding

community and natural environment. It actively attempts to understand and positively influence the social, political and economic environments that impinge upon it.

CONTINUITY:

D'Youville respects alumni and depends on them for the continuing success of the college.

DIVERSITY:

D'Youville recognizes the value of a diverse student body, faculty and staff, and the enrichment that diversity can bring.

The College Community

D'Youville is a small, friendly college and plans to stay that way. It is small enough for people to know each other by name, but large enough to offer course choices and activities. The relatively low student-faculty ratio in many programs provides the opportunity for students to receive additional personal attention in and out of class.

FACULTY:

Because D'Youville is a teaching college, faculty members regard instruction rather than research as their first priority. They represent many ethnic and religious backgrounds, a diversity that adds to the richness of academic life at D'Youville.

STUDENTS:

About 80 percent of D'Youville's students commute; the rest live on campus. Most are from New York state and nearby Canada, but there is a growing representation from other states and other countries.

Community Service

D'Youville is committed to developing liberally educated professionals. The college is a member of Campus Compact and continues to enhance service learning opportunities for students. Specific and committed service projects are many. The college engages in cooperative programs with the Buffalo Public School System on the childhood, adolescent and special education levels. Students from the D'Youville - Porter Campus School #3, a K-8 school, receive computer, library and science laboratory instruction on the college campus. D'Youville faculty provide a specialized reading program to these children at School #3; additionally, this provides an opportunity for D'Youville students to tutor one-on-one. The Leonardo Da Vinci High School, a college-prep magnet school for the liberal arts, is housed at D'Youville. Da Vinci students participate in 28 collaborative programs including: taking D'Youville college courses for credit, high school/college student mentoring and tutoring programs and a creative arts program. Teachers from both schools collaborate with D'Youville faculty members on professional projects. In addition, a satellite of the City As School, a program for at-risk students, is located at D'Youville.

Just this past spring semester, students enrolled in "Cross-Cultural Seminar: Panama" served for three days at a rural health center and at a rural school in Code' province. They carried out three projects with the 7th-12th graders at Instituto Carmen Conte Lombardo: design and execution of a 15 x 8-foot mural; crafts workshops for puppet making, decorating pots and cooking "mud pies"; and American dance lessons. At the clinic they assisted with taking medical histories and with children who were being vaccinated or were having teeth extracted.

Campus Ministry offers many volunteer opportunities designed to encourage students, faculty and staff participation in the community. Specific volunteer efforts organized by Campus Ministry include: Habitat for Humanity, Adopt a Grandparent, Meals on Wheels delivery, Lending a Hand (an intensive 5-7 day community service endeavor) and a variety of collections or fundraisers for local community agencies. Campus Ministry also assists in connecting DYC persons to local agencies with volunteer opportunities in Buffalo's West Side community.

Location

D'Youville's campus is less than a mile from the heart of downtown Buffalo and within walking distance of the Peace Bridge to Canada. It overlooks two parks and is near the city's great cultural centers: the Albright-Knox Art Gallery, Studio Arena Theatre and Kleinhans Music Hall, home of the Buffalo Philharmonic Orchestra. The Kavinoky Theatre, known for its professional productions, is part of the D'Youville campus. Close to two exits of the New York State Thruway, D'Youville is only minutes away from beaches, ski resorts and the stadiums where the Buffalo Bills, Sabres and Bisons play their home games.

The Campus

KOESSLER ADMINISTRATION BUILDING (1874)

This five-story building once housed the entire college. It contains many administrative offices, the Graduate Admissions Office, the chapel, the Kavinoky Theatre, the Learning Center, faculty offices, classrooms, admissions, financial aid and reception rooms.

MONTANTE FAMILY LIBRARY (1999)

The library is housed in a magnificently renovated 58,000-square-foot building. It contains approximately 112,000 volumes, including microtext and software, and subscribes to 719 journals. The library boasts state-of-the-art computer reference capabilities for both in-house and off-site users. Several full-text databases are maintained in Web versions. A reference collection, comfortable study areas and conference rooms are available. Audio-visual capabilities include TVs, VCRs, CD players and slide projectors. The software collection includes videocassettes, compact disks, slides and other formats. The library also provides a microcomputer lab for student use.

MADONNA HALL (1959)

This five-story building houses the Leonardo da Vinci High School, part of the City of Buffalo Public School System, on three floors, a Gait Lab for physical therapy, a dietetics lab/kitchen, archives and administrative offices. A large lounge is also available for meetings and social events.

DR. PAULINE M. ALT BUILDING (1967)

Classrooms, laboratories, lecture halls, faculty offices, deans' offices and the graduate studies office are located in this seven-story, building. It also houses a curriculum resource center for the faculty of the division of nursing, established with funds from the James H. Cummings Foundation.

COLLEGE CENTER (1969)

The center lives up to its name as the hub of campus social, cultural and athletic events. Its gymnasium, swimming pool, game area, fitness/wellness area, dining rooms, snack areas and meeting rooms also make it a popular site for community activities. Student organizations and publications have their offices here. Main dining facilities, a spacious lounge, some administrative offices and the college store are also located in the center.

MARGUERITE HALL (1969)

The tallest building in the immediate area is this 12-story residence hall, which offers panoramic views of Lake Erie and the Buffalo skyline. The facility houses men and women on separate floors and includes a co-ed floor for graduate students, adult students and seniors. The residential life office, college infirmary and health center are located on the first floor.

NIAGARA ANNEX - 631 NIAGARA STREET (1991)

This building houses vital administrative support offices. These include alumni, institutional advancement, personnel, personal counseling, publications and public relations. The facility is within easy walking distance of the Porter Avenue campus and helps integrate the college into the surrounding neighborhood.

NEW ACADEMIC CENTER (2001)

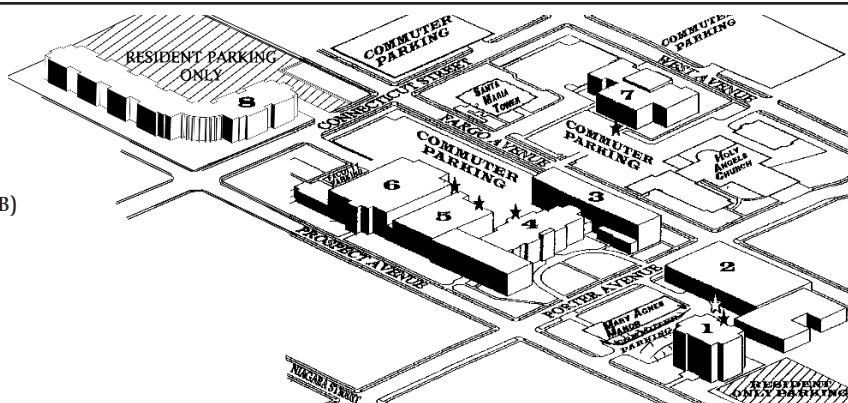
The new 57,000-square-foot, five-story Academic Center provides new state-of-the-art classrooms, laboratories, faculty offices and flexible space for future needs. It is an excellent new learning environment for students.

STUDENT APARTMENT COMPLEX (2005)

A new student housing complex will open in January 2005. Fully furnished one- and four-bedroom apartments with cooking facilities will be available to juniors, seniors, graduate students and students over 21 years of age. Each apartment will have kitchen facilities; cable and computer hookups; secure, off-street parking and laundry facilities. A computer lab will also be available.

Campus Map

1. MARGUERITE HALL (MGT)
2. COLLEGE CENTER (CC) GYM & POOL
3. MADONNA HALL (MAD)
4. KOESSLER ADMINISTRATION BUILDING (KAB)
5. ACADEMIC CENTER
6. ALT BUILDING
7. MONTANTE FAMILY LIBRARY (LIB)
8. STUDENT APARTMENT COMPLEX



Alumni

D'Youville's alumni have a long history of support and loyalty to the college. Their personal and professional achievements have given the college an outstanding reputation. They have met D'Youville's standards and have contributed to the quality of health care, education, business and social services locally, nationally, and in more than a dozen countries.

Graduates have given strong support to the college through the Alumni Loyalty Fund and through capital campaigns. Their gifts of time and money and their personal involvement in college activities over the years have helped make D'Youville a respected institution. Since the late fifties, the Alumni Loyalty Fund (now the Annual Fund) has provided budget-relieving money that is used by the college for financial aid to students and capital improvements. Alumni continue to participate in college-wide activities, serving on the Board of Trustees, and various event committees.

Located on the first floor of the Niagara Street building, the Alumni Office is the liaison between graduates and the college in matters of alumni activities including annual giving, surveys, placement, networking and recruitment. Alumni news is printed in the college publication D'Mensions.

Alumni Association

The Alumni Association is composed of more than 13,000 graduates. Criterion for membership in the association is graduation from the college. The purpose of the Association is to promote fellowship among the alumni and to assist in advancing the best interests of D'Youville College. The Association is led by an elected board of directors consisting of at least 15 members representing a spectrum of class years and disciplines. Included as non-voting members are the alumni director and two student representatives.

Knowing that involvement with students is not only rewarding but necessary for the vitality of the association, alumni leadership has made a commitment to admissions recruitment, sponsorship of career programs and recognition of student leadership and achievement. The association funds the Sister Mary Charlotte Barton Kinship Scholarships and has established an endowed scholarship to broaden the alumni's support of current students. The Board sponsors various fund-raising projects annually to underwrite the scholarships.

The Association presents special awards annually. The Lee Conroy Higgins Award, the highest student honor, and the Alumni Service Award, recognition of alumni community involvement, are given at Honors Convocation. Membership in Delta Sigma, the Marguerite D'Youville Honor Society is conferred jointly with the college board of trustees. The Anne Lum Award presented at Homecoming is the most prestigious honor bestowed on an alum.

Alumni Association Officers for 2004 - 2005

PRESIDENT:

Dolores Gaeta Prezyna, '70

VICE PRESIDENT:

Jean Knopinski, '48

TREASURER:

Martha Fildes Falzarano, '77

BOARD MEMBERS:

Louise Balling, '60

Jane A. Bigelow, '67

Thomas DeLuca, '76

Jean Roth Duffy, '51

B. Jean Harrington Duggan, '48

Roberta Rozek Evans, '62

Susan Jablonski Fiden, '69

Sarah Hilborn, '98

Timothy Kennedy, '99

Colleen Collins Matthews, '97

Judith Merrill, '61

Carol A. Milazzo, '00

Michelle Murtha-Kraus, '99

Laurie Hooser Rosso, '97

Joan Planz Spencer, '63

Rose Greirson St. Pierre, '83

Patricia Marino Smyton, '65

Director of Alumni Relations, ex officio

Two Student Representatives

RECORDING SECRETARY:

Patricia Tomabere Guenther, '95

CORRESPONDING SECRETARY:

Cynthia Wierzbą DeLuca, '75

Driving Directions

D'YOUVILLE COLLEGE is located less than one mile from downtown Buffalo, near the Peace Bridge. Off-street parking is available or you may park in the student parking lot which is off Fargo Avenue.

If you are driving SOUTHbound on the Niagara section (190) of the NYS Thruway, exit EAST ON PORTER AVENUE-EXIT 9, turn LEFT on Porter Avenue and continue to the college.

If you are driving NORTHbound on the Niagara section (190) of the NYS Thruway, exit on NIAGARA STREET - EXIT 8, turn LEFT on Niagara to RIGHT on Porter Avenue and continue to the college.

If you are driving from CANADA, take the QEW, follow the signs to Fort Erie, to the Peace Bridge. After you go through U.S. customs, bear to the left and follow the signs to Niagara Street (Route 266 south). Travel to the second light and turn left on to Porter Avenue. Continue straight (four traffic lights) to the college.

Student Life

SERVICES TO STUDENTS

Academic Advisement

Academic advisement is provided to each enrolled graduate student directly by faculty from the student's academic program. Throughout their years at D'Youville, students meet with their advisors to review progress in completing requirements necessary for a degree, certification, licensure and/or graduate work. To find out who your academic counselor is, contact your academic department, the advisement center or the registrar's office.

Campus Ministry

D'Youville is an institution dedicated to serving the needs of the college community and the broader society. Campus ministry facilitates this endeavor by providing a variety of opportunities for the development of the student's social, moral and spiritual potential. The goal of campus ministry is to enable all members of the college community to grow in personal spirituality and to contribute their time and talents in service to the campus and ultimately to the wider community.

Campus ministry offers a variety of programs throughout the academic year that are designed to foster both spiritual and personal growth. Opportunities such as religious education, spiritual guidance, Bible study, counseling, retreats, social action programs and social events are made available.

Worship services are offered in various traditions both on and off campus. In an effort to celebrate religious diversity, a variety of ecumenical experiences are also offered to the D'Youville community. Campus ministry publishes a Community Worship Directory and is affiliated with both Christian and non-Christian churches and organizations.

Campus Security

D'Youville College annually supplies a security report containing statistics, policies and a description of programs that promote campus safety. A copy of this report is available to all prospective students and employees, and may be requested by contacting the graduate admissions office or the vice president for student affairs at (716) 829-7685. Also, see page 22.

Career Services Center

The D'Youville College Career Services Center assists freshman, graduate level students and alumni to prepare for the job market. Individual career counseling, resume/cover letter preparation, interviewing, job search advice, and reference file services are available. Career-related classroom workshops, on- or off-campus career fairs and a job search reference library keep students updated on career trends. Internet access provides students and alumni with valuable job-hunting and employer-research assistance.

A professional networking program connects students with alumni working in their field of interest. Additional services include scholarship information and graduate school information, current full- and part-time job listings and a part-time student employment program.

CONNECTIONS: Your Information and Resource Center

Connections is located on the first floor of the Academic Center, Room 101, the heart of student academics. The office accommodates all students and functions as a general student affairs office. Office hours during the fall and spring semesters are from 8:30 a.m. to 7 p.m., Monday through Thursday, and from 8:30 a.m. to 4:30 p.m. on Friday, to accommodate both day and evening students, faculty and staff.

The office is a central point for college information. Students needing forms, applications, brochures, catalogs, etc., are able to stop by the office and collect what they need. Additionally, students are able to return required forms to the office. The office will then deliver the information to the correct location the next day.

The office is concerned with the interests of all students and provides outreach to commuter, graduate, non-traditional, evening and Canadian students.

Suggestions, comments or concerns are welcomed. Students may stop by Connections or set up an appointment by calling (716) 881-7766. This number may be used 24 hours a day and callers will receive a response the next business day.

Day-Care Centers

The college does not offer on-campus childcare facilities. The Childcare Coalition of Niagara Frontier, Inc., at (716) 877-6666, is an information and referral service on childcare services, pre-school, daycare, before and after school extended programs, family daycare providers, nursery schools, and offers information on quality and regulations. There is no fee for the coalition's service.

Disability Statement

D'Youville College attempts to assist employees and students on individual concerns they may have while they work or learn at the college. Individuals with disabilities, who provide appropriate documentation, will be provided with reasonable accommodations to assure access, independence and full participation in the mainstream of the educational and work process.

For more information, contact the coordinator of disability services at (716) 829-7728.

Financial Aid

The financial aid office is the key to obtaining all the aid possible to meet the expenses of a college education. Financial aid personnel will help determine what types of aid to apply for and will explain deadlines, requirements and conditions in accordance with federal and state regulations.

Grievance Procedure

The College is committed to the education and social development of its students. If, in the course of this complex educational process, a student feels he/she has been treated unfairly by a college employee, the college has both a standard grievance procedure and a grievance officer. In addition, there is also a post-secondary complaint registry. Students can refer to the student handbook for a description in detail.

Health Services

The Health Center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, immunizations, physical examinations, health insurance information and printed materials. Clinics are offered Monday through Friday. A full-time nurse practitioner staffs the center. A complete pre-entrance physical examination, which includes the New York State immunization requirement, is required of all students. D'Youville College strongly recommends that all full- and part-time students have medical insurance. Medical insurance can be purchased during the first six weeks of each semester. Contact the health center at (716) 829-7698 for information on individual and family policies. By federal law, all international students must carry health insurance coverage. International students will be billed directly by the college for this insurance, which will be managed through the health center.

The Kavinoky Theatre

The Kavinoky Theatre, owned and sponsored by D'Youville College to promote the cultural richness of both the campus and the wider community, is a fully professional company presenting a season of five plays each academic year in its beautifully restored Victorian auditorium. Winner of more awards for excellence than any other theater company in the region, the Kavinoky presents a wide variety of works, from classic dramas and musicals to world premier performances of important and emerging writers. D'Youville College students may purchase tickets for Kavinoky performances at greatly discounted prices.

Learning Center

The Learning Center assists students in meeting their academic goals. Tutorial assistance, academic counseling, reading, writing and math skills instruction and assistance to students with disabilities are some of the many services that the Learning Center offers. For further information, students can visit the Learning Center on the fourth floor of the Koessler Administration Building, or call (716) 881-7690.

Multicultural Affairs

The office of multicultural affairs provides multicultural students with academic, social and personal support services. The office works to foster within the college community a respect and appreciation for the history, traditions and culture of all students, with a focus on multicultural groups. To this end, the office of multicultural affairs provides a range of programs and activities that includes lectures, seminars, historical tours, receptions, award ceremonies and festival events. Multicultural affairs also provides counseling and other support services to help students maximize their learning experiences and involvement in the campus community.

Personal Counseling

Licensed and board-certified professional counselors are available for free confidential individual and group counseling sessions and consultation. Mental health counseling deals with issues related to growth, development and adjustment in personal, social and educational areas of concern. In addition, personal counseling has available SHELF-HELP, a resource library of self-help tapes, books, articles and brochures for an individual's private use. Programming, including seminar workshops and stress relief clinics, is provided throughout the year to promote student mental and emotional health and positive well-being.

Writing Tutor

Professional writing tutors work closely with students on their individual assignments. Concepts of formal academic writing are emphasized and reinforced during periodical tutorials. For assistance, contact the Learning Center at (716) 829-7690.

Graduate Admissions Procedures and Policies

Admission to D'Youville College is moderately competitive. The selection process attempts to identify those qualified men and women who will benefit most from the wide variety of academic and extracurricular programs that the college offers.

Full-time enrollment means the student is registered in a specific degree program and carries 9 or more credits. Part-time enrollment or status means the student is registered for fewer than 9 credit hours and may or may not be enrolled in a specific degree program. Students should note that part-time enrollment may affect the status of their financial aid.

The general graduate admissions requirements listed here apply to all those interested in admission to certificate or master's graduate programs at the college. Graduate admissions requirements that are specific to a given program are listed separately under each program's listing in this catalog. Admissions requirements for the doctoral programs in chiropractic, educational leadership and health policy and health education are listed in the academic section of this catalog.

Graduate Admission Application

All applications to graduate programs at the college are evaluated on the basis of:

1. Academic performance based on official college or university transcripts.
2. Official transcripts from colleges and/or universities where the student has completed graduate-level coursework.
3. A personal interview (not required for all programs).
4. Evidence of capability to succeed in a graduate program, as shown by one of the following (all grade point averages (G.P.A.) are based on a 4.0 system):
 - a. a cumulative undergraduate G.P.A. of at least 3.0;
 - b. a cumulative undergraduate G.P.A. of at least 2.75 with a 3.0 or better in the upper half of undergraduate work;
 - c. a cumulative undergraduate G.P.A. of at least 2.75 with a 3.0 or better in the major field; or
 - d. FOR NURSING PROGRAM APPLICANTS ONLY: a baccalaureate degree in nursing plus a master's degree in another field from an accredited college or university with an overall G.P.A. of at least 3.5.
5. An undergraduate course in applied statistics or demonstration of a minimum level of competency in applied statistics per written exam. Students not achieving competency will be required to take GRA 602 (Statistics Seminar) at D'Youville College prior to or concurrent with GRA 601 (Research Methodology and Design).

Some of the graduate programs also stress the importance of a personal interview as a good indicator of graduate program success.

Applicants who do not meet the above criteria for admission but who show promise and have taken at least 9 graduate credits with grades of B+ or better from an accredited college or university may be considered for provisional admission. These graduate credits must be in courses considered relevant by the Graduate Committee of the student's graduate program major and may or may not be eligible for transfer. Provisional admission is not available in the family nurse practitioner program.

Graduate Application Process

Applications will be processed when the following items have been forwarded to the office of graduate admissions:

1. A D'Youville College application and a \$25 (U.S. funds) non-refundable processing fee. Make checks payable to: D'Youville College-Application Fee. A free on-line application is available on the college Web site at www.dyc.edu.
2. Official transcripts of all undergraduate and, where applicable, graduate work.
3. A personal interview is recommended except where long distance travel is a problem. In that case, a telephone interview will suffice.

Provisional Admission

Applicants who do not meet the criteria listed but who have an undergraduate grade point average of at least 2.5 and show promise, may submit the Graduate Record Examination (GRE) scores. If the combined score on the GRE is acceptable, the applicant may be considered for provisional admission. While on provisional status, the student must meet all academic requirements of the program and must either receive grades of B or better in the first four courses in his or her graduate program, or earn a cumulative grade point average of at least 3.0 in the first four courses in his or her graduate program. Failure to do so will result in dismissal from the program.

Students who have been admitted provisionally will be reviewed after they have completed the first four courses in the graduate program to determine if they have met the requirements of their admission (see also the individual program requirements in this catalog). Those students who have met the requirements will be removed from provisional status; those who have not may be subject to dismissal from the program.

Conditional Admission

Applicants who do not meet the above criteria for regular or provisional admission but who show promise may be considered for conditional admission. The student must receive grades of B+ or better in the first 6 credits of graduate coursework in his or her graduate program major to later be considered for provisional admission. Conditional students receiving grades of A for the first 6 credits may register for 9 credits on provisional admission. While on provisional status, the student must meet all academic requirements of the program and must either receive grades of B or better in the first four courses in his or her graduate program, or earn a cumulative grade point average of at least 3.0 in the first four courses in his or her graduate program. Failure to do so will result in dismissal from the program. Conditional admission is not available in the family nurse practitioner program.

Graduate Student Readmission Policy

Any student who previously attended D'Youville College and had withdrawn, officially or by failing to register for another semester, must make application for readmission through the office of graduate admissions. Readmitted graduate students are responsible for the graduation requirements and academic policies that exist at the time of readmission.

Students who are dismissed from a graduate program may not be readmitted to the same program.

Non-Matriculant Study

Non-matriculating students may take up to 6 credit hours of graduate courses. In order to do so, they must hold a baccalaureate degree in the appropriate discipline and meet all course prerequisites. Furthermore, prior to registration they must confer with and obtain the signatures of the director of the program in which the course is offered and the dean for planning and evaluation.

Transfer Credit Policy

Students may transfer up to 9 graduate credits with grades of B or better into their program at the discretion of the program director. Credits must be from an accredited institution in courses appropriate to the program being pursued.

Personal Interview

Although a personal interview in most programs is not required, it is highly recommended. Appointments can be made by writing or calling the office of graduate admissions at (716) 829-8400 or toll-free at (800) 777-3921. Candidates for specific programs will be contacted on an individual basis by the program director for a departmental interview during the application process.

International Student Application Process

All prospective international students must request an application packet from the D'Youville College office of admissions. For international application materials visit the D'Youville College Web Site at www.dyc.edu or contact:

Graduate Admissions, D'Youville College
320 Porter Avenue, Buffalo, New York 14201
Tel: (716) 829-8400
Fax: (716) 829-7900
E-mail: graduateadmissions@dyc.edu

After receipt of application materials all prospective international students must complete the following items and return them with the appropriate fees:

1. D'Youville College application.
2. \$25 application fee in international money order or check drawn on a United States bank. A free on-line application is available on the college Web site at www.dyc.edu.
3. Foreign Student Application/Data Form.
4. Complete U.S. Department of Justice Affidavit of Support.
5. An evaluation of all official transcripts/school records of secondary education and university work must be translated into English. Evaluations may be accomplished by completing the World Education Services (WES) application provided by D'Youville College or contacting the following:

World Education Services, Inc.
Post Office Box 5087, Bowling Green Station
New York, New York 10274-5087
Tel: (212) 966-6311, Fax: (212) 739-6100
E-mail: info@wes.org, Web Page: www.wes.org

Test of English as a Foreign Language (TOEFL) results should be sent directly from the Educational Testing Service. Satisfactory completion of an English language program at ELS Language Centers will be accepted in lieu of the TOEFL. Students must achieve a minimum score of 500 written or 173 computer based on the TOEFL. To receive study materials and all information pertaining to the TOEFL, including how to schedule an appointment by telephone, visit the TOEFL Web site at www.toefl.org or contact:

TOEFL Services, Educational Testing Service
Post Office Box 6151
Princeton, New Jersey 08541-6151
Fax: (609) 771-7500

To receive information pertaining to ELS Language Centers, including a program catalog and/or center locations in the U.S. and around the world, visit the ELS Web site at www.els.com or contact:

ELS Language Centers
400 Alexander Park
Princeton, New Jersey 08540-6306
Phone: (609) 750-3500
Fax: (609) 750-3597
E-mail: info@els.com

A \$500 deposit towards tuition must be submitted before any new international student (non-transfer) will receive a Federal Form I-20.

A decision regarding admission to D'Youville College will be rendered once all documents have been received, reviewed and evaluated by the office of admissions. The D'Youville College director of graduate admissions will send a letter of that decision via post. Once the student is admitted, a signed letter of acceptance will be included as part of the D'Youville College enrollment packet. The enrollment packet will contain all the necessary materials to complete the enrollment process. The packet will contain the following:

1. Directions on how to wire and transfer school fees into D'Youville College's account.
2. Directions on how to get to D'Youville College including airport information.
3. Mandatory Student Health Insurance Application (must be completed and returned to D'Youville upon arrival).
4. Candidate's reply form.
5. Health information letter and directions from the director of health services.
6. Health Center Immunization Report.

With the exception of certain unforeseen circumstances, all international students arriving from a country outside the United States will receive a Federal Form I-20 for F-1 Student Visa purposes after the deposit of \$500 is received. In the event that a student does not receive an F-1 Student Visa from the U.S. Consulate in their respective country, the student deposit will be refunded.

Expenses and Financial Aid

TUITION AND FEES

| | |
|---|--------|
| Tuition, per credit hour, master's courses | \$.520 |
| Tuition, per credit hour, doctoral students | 555 |
| Tuition, chiropractic, per semester | 7,345 |
| Audit per credit hour | 355 |
| General college fee | |
| Full time | 60 |
| Part time | 30 |
| Student Association fee | |
| Full time | 40 |
| Part time (per credit hour) | 2 |

OTHER FEES AND CHARGES

| | |
|--|-----|
| Application fee (<i>payable with application, non-refundable</i>) | 25 |
| New Student Orientation fee | 25 |
| Late registration fee | 30 |
| Late payment charge | 50 |
| Challenge examinations: | |
| written exam, per credit hour | 15 |
| clinical exam, per credit hour | 50 |
| record fee, per credit hour | 15 |
| ID replacement fee | 10 |
| Returned check charge | 28 |
| Student Professional Liability Insurance | 20 |
| International Health Insurance (<i>estimated</i>): | |
| September 1, 2004 – September 1, 2005 coverage | 668 |
| January 1, 2005 – September 1, 2005 coverage | 445 |
| Graduation fee or degree in absentia | 75 |
| Academic gown (rental), outfitters' price, approx. | 45 |
| Placement credentials folders, each student entitled to one folder gratis, each additional folder | 5 |
| Transcript fee | 5 |
| Alumni audit fee per course | 50 |
| Laboratory fees per course | |
| Dietetics Labs | 25 |
| OT/PT Labs | 40 |
| Nursing Clinical Lab | 60 |
| Other Labs | 35 |
| Thesis microfilming and publishing | 129 |

Student fees are based on full- or part-time status and enrollment in particular classes and academic programs. The college does not waive student fees based on an individual student's particular semester schedule, if courses are taken on or off campus, or by distance learning, or whether the student is completing clinical, internship or student teaching requirements.

Sickness and hospitalization insurance is available through the college for approximately \$659 for each 12-month period. Family coverage is available at an additional cost.

A student who is formally admitted into a graduate program is considered a full-time student, for financial aid purposes, if registered for 12 or more credit hours in any semester.

Students in nursing, occupational therapy, physical therapy and dietetics are required to have liability insurance coverage through the college for each clinical course. This includes registered nurses in the R.N./B.S.N. or R.N./M.S.N. programs, transfer students and students in advanced certificate programs.

A policy providing liability coverage up to \$1 million is provided through the college and billed at the time of registration.

Other Expenses

Students must purchase textbooks, consumable supplies and equipment, which are a necessary corollary to the program in which students are registered. Also, clinical rotations in places outside the Western New York area may require room and board expenses.

Summer Sessions

Tuition and fees for the summer sessions are the same as those charged for the regular semesters. For information on room and board, contact the director of residence life at (716) 829-7698. Some financial aid assistance may be available for the summer sessions if a student is matriculated and is registered for at least 6 credit hours. To be considered for financial aid, the student must contact the financial aid office at (716) 829-7691 for further information and requirements.

Financial Agreements

Students who register for classes are obligated to settle all bills incurred with that registration. Nonattendance does not absolve liability unless written notice is received by the registrar's office the first week of class.

If an unpaid account is referred to a collection agency, the agency's costs and/or attorney fees may be added to the amount owed.

The college reserves the right to change established tuition, fees and services and to determine the effective date of such changes without prior notice.

Scholarship students, no matter what the amount of their award, are required to pay the application fee, acceptance fee, room deposit and any related fees.

Cost of transportation to clinical, practice or observation areas is the responsibility of the student.

Damage to college property is charged to the student(s) responsible. The college is not responsible for the loss of personal property.

Deferred Payment Option

D'Youville offers all students the deferred payment option of spreading a semester's tuition and fees over four equal monthly payments. Twenty-five percent of the outstanding balance is due at the beginning of the semester, with the balance to be paid in three equal monthly installments by the end of the semester. The fee for this option is \$25, which shall be added to the first payment. The college also participates in the following plans:

AMS - A 10-month installment plan. Payments begin in June and the budget is based on the full year's expenses. A \$50 fee includes life insurance.

Tuition Management System - This company provides information about private educational loans, lines of credit and monthly billing options. The 10-month installment plan costs \$55.

College Policy for Employer Tuition Assistance

Students whose employers offer tuition assistance can defer payment until the end of each semester by complying with the following procedure:

1. The student must pay a \$25 deferred-tuition fee each semester.
2. The student must submit a letter from the employer stating the percentage to be paid by the company and the date of expected payment.
3. The student must sign a promissory note for the amount due and remit or schedule payment on any balance not paid by the company policy (e.g., student fees).

Financial Arrangements

Payment of tuition and fees for college expenses must be arranged with the student accounts office each semester by a date specified by the treasurer at the time of billing. Students who fail to meet this deadline will be assessed the late payment charge. Students who have not completed financial arrangements with the student finances office will be subject to cancellation of registration at the option of the college.

Students will not be permitted to register for a new semester or reside in campus housing if amounts are owed from a previous semester. Transcripts, diplomas and certificates for professional examinations or licensures will also be withheld. Interest is charged on unpaid balances at a rate of one percent per month.

Payment and Refund

Expenses are payable each semester in U.S. dollars, before the established deadline for each semester. Checks should be made payable to D'Youville College and mailed to the student accounts office. Payments are accepted in the form of cash, checks, Master Card or VISA. It is understood that students using credit cards to pay their tuition and fees have read and understand the college's refund policy.

In case of authorized absence or withdrawal from the college, tuition and board adjustments will be made from the date on which withdrawal is processed through the registrar's office. Students are required to present an approved withdrawal form to the registrar's office.

Students are responsible for tuition and fees associated with their course registration unless they officially withdraw. Nonattendance does not constitute withdrawal. Withdrawals must be processed through the registrar's office.

Tuition refunds for the fall and spring semester will be based on the date of official withdrawal through the registrar's office. Students seeking summer semester tuition refunds should refer to the printed summer schedule available in the registrar's office.

Students who officially withdraw during the fall or spring semesters may be eligible for a refund of tuition in accordance with the following schedule:

| TUITION REFUND | |
|--|------|
| Through the end of the drop/add period | 100% |
| Through the third week | 80% |
| Through the fourth week | 60% |
| Through the fifth week | 40% |
| Through the sixth week | 20% |
| After the sixth week | 0% |
| ROOM AND BOARD REFUND | |
| Through the end of the drop/add period | 80% |
| Through the third week | 60% |
| Through the fourth week | 40% |
| Through the fifth week | 20% |
| After the fifth week | 0% |

The first day of classes constitutes the beginning of the first week. Fall, spring, and summer schedules should be consulted for exact dates of each semester.

Tuition and board are not refunded in case of unauthorized or unrecorded withdrawal. See the academic section of the catalog for the withdrawal and registration cancellation policy.

Federal Stafford Loan Refunds

The student accounts office notifies the student when a Stafford Loan is received electronically. If that loan creates an overpayment of tuition and fees, a refund check will automatically be mailed to the student. If the student's bank still processes paper checks, the business office will notify the student that the school has received the check. Eligibility for a refund is determined at the time the student signs the check in the student accounts office.

Financial Aid Office

The financial aid office is located on the second floor of the Koessler Administration Building. Normal office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. If a student is unable to meet with a financial aid counselor during these times, he or she can call to schedule an early evening appointment by calling (716) 829-7500.

The financial aid office offers workshops to complete the Free Application for Federal Student Aid (FAFSA) beginning the first Wednesday in February until the Wednesday prior to April 15. Students should bring their W-2 forms and completed federal and NYS tax returns to this workshop. Students should call the financial aid office at (716) 829-7500 for the exact time and location of workshops. New students should complete and submit the FAFSA for receipt at the processor by March 15 of the year they will enter D'Youville College. Continuing students should complete and submit the FAFSA for receipt at the processor by April 15, for the following academic year. All students are advised to file the FAFSA electronically at www.fafsa.ed.gov.

Types of Financial Assistance

D'YOUVILLE COLLEGE SCHOLARSHIPS

D'Youville College awards the following scholarships and loans to incoming or continuing students, based on careful review of previous or current college academic records. The three types of scholarships are only available to students in master's-only programs, not to those in combined BS/MS or certificate programs.

PROGRAM MERIT SCHOLARSHIP: This non-renewable scholarship is awarded to students with strong undergraduate academic records for the first year of graduate study. Students applying must complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov.

Eligibility Criteria:

1. Must be a new student
2. Must have a strong undergraduate academic record
3. Must have a minimum Q.P.A. of 3.25
4. Must be enrolled for at least 6 graduate credit hours for each semester of scholarship award

DISADVANTAGED STUDENT SCHOLARSHIP: This non-renewable scholarship is awarded to students who are financially disadvantaged and have undergraduate records signifying strong potential during their first year of graduate study. Students applying must complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov.

Eligibility Criteria:

1. Must be a new student
2. Must be a disadvantaged student
3. Must have a minimum Q.P.A. of 2.75
4. Must be enrolled for at least 6 graduate credit hours for each semester of scholarship award

RETENTION SCHOLARSHIP: This renewable scholarship is awarded on the basis of significant financial need, and is designed to aid enrolled students to continue their graduate studies. Students applying must complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov.

Eligibility Criteria:

1. Must be a continuing student
2. Must demonstrate significant financial need
3. Must be enrolled for at least 6 graduate credit hours for each semester of scholarship award

Grants

NURSE TRAINEESHIP GRANTS: These are funded by the U.S. Department of Health and Human Services. The awards are made to graduate nursing students by the graduate nursing department chairperson. All Nurse Traineeship recipients must complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov.

TUITION ASSISTANCE PROGRAM (TAP) GRANTS: Full-time (12 or more credits each semester) matriculated students who are New York State residents may be eligible for grants ranging up to \$550 per year. To apply, first complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov. Pre-printed TAP applications will be mailed to all NY residents who list at least one NY College on the FAFSA. Review the information carefully, make any corrections necessary, sign, date and return to the processor within one week of receipt.

Federal Work Study

This program provides jobs on campus for students in financial need. The awards during the academic year are for \$2,000.

Loans

FEDERAL AID: In order to apply for Federal Aid the student must be a U.S. citizen or eligible non-citizen and complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov.

FEDERAL PERKINS LOANS: Full- and half-time students may be eligible to borrow an aggregate total of \$30,000 for all undergraduate and graduate study.

FEDERAL STAFFORD LOANS: Full- and half-time graduate students are eligible to borrow up to \$8,500 in subsidized and \$10,000 in unsubsidized loans per academic year. To apply for the Federal Stafford Loan, first complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov. A pre-printed Stafford Loan application will be mailed to all eligible students. Complete the reference section, sign, date and return to the processor within one week. The current interest rate is 2.82 percent.

McTAGGART/McCONVILLE LOAN FUNDS: These loans are made to students of high academic achievement and potential. No constraints are made regarding age, sex, race, ethnic background or religion. These loans are designed to assist the older, married or single student. First consideration is given to students who have clearly defined career goals. Students must first apply for all other sources of financial aid, including grants and loans, before being considered for these loans. These loans may be utilized primarily for those burdensome living expenses which often prevent an older student from completing a degree such as day care, increased rent, private transportation, lab expenses, emergency medical costs, and so on. These loans may also be used as a loan of last resort, toward partial tuition costs. Students applying must complete a FAFSA form, available in the financial aid office and on line at www.fafsa.ed.gov, and have no other aid options available to them. These loans must be paid back to the College. Repayment on the loan begins nine months after the borrower ceases to be a student. The borrower has 10 years in which to repay the loan with a minimum payment of \$90 per quarter, each year. The interest rate is 5 percent. Students must sign a promissory note and apply by letter to the director of financial aid.

VETERANS' BENEFITS: D'Youville College is approved by the New York State Division of Veterans Affairs for the training of Veterans and other eligible persons. Veterans or dependents of disabled or deceased veterans may contact the Assistant Registrar, Koessler Administration Building, Room 221, for an application and further information.

Outside Sources of Aid

There are many sources of financial assistance not offered by the college directly, or through the principal federal or state student aid programs. Many service organizations, private corporations and foundations offer scholarships or low-interest loans to their employees to aid in career advancement. The library reference department may be of assistance in locating information on such externally funded programs. Following are several Web site addresses for scholarship searches:

www.fastweb.com
www.fastweb.com/canada/scholarships.salliemae.com
www.wiredscholar.com
www.collegeboard.org/toc/html/tocfinancialaid000.html
www.freshinfo.com

Also, several government agencies sponsor student assistance programs for special groups. These include:

New York State Native American Education Unit:

New York State Aid to Native Americans

U.S. Bureau of Indian Affairs, Department of the Interior:

U.S. Aid to Native Americans

U.S. Veterans Administration:

Veterans Affairs Educational Benefits

New York State Office of Vocational and Educational Services for Individuals with Disabilities (VESID)

The students make application directly to these agencies.

EMPLOYER TUITION ASSISTANCE

The employers listed below provide some form of tuition assistance for their employees. If a student works for one of these organizations and is interested in their tuition assistance program, the student must contact the personnel officer. Many local and Canadian hospitals and health care facilities provide tuition assistance for employees.

| | |
|----------------------------------|--|
| Brooks Memorial Hospital | Kalieda Health |
| Bry-Lin Hospital | Key Bank |
| Buffalo Psychiatric Center | Lockport Memorial Hospital |
| Catholic Health System | Mount St. Mary's Hospital |
| Cingular Telephone | Niagara Falls Memorial Medical Center |
| Citibank | Niagara Mohawk |
| Ford Motor | Outokumpo American Brass |
| Gaymar Industries | Rich Products |
| General Motors | Roswell Park Memorial Institute |
| Honeywell | Sheehan Memorial Hospital |
| HSBC Bank | TOPS Markets |
| Intercontinental Branded Apparel | United Parcel Service |
| Outokumpo American Brass | Veridian |
| Rich Products | Veterans Administration Medical Center |
| Roswell Park Memorial Institute | Westwood-Squibb Pharmaceuticals |
| Sheehan Memorial Hospital | |

TUITION REDUCTION FOR CANADIAN STUDENTS

Currently, D'Youville is offering Canadian students a 20 percent reduction in their tuition only (no fees) after all D'Youville grants and scholarships. This reduction is intended to provide some assistance in covering the currency exchange rate. If a student is a dual U.S./Canadian citizen, the student may choose to take advantage of either U.S. federal aid or the Canadian waiver. Accordingly, if the student will apply for US federal aid, the student must file the FAFSA for receipt at the processor by March 15, as a new student, and by April 15 each year thereafter. The student must meet New York State residency requirements to apply for TAP.

CANADIAN HIGHER EDUCATION LOAN PROGRAM (CanHELP)

CanHELP is designed to increase the opportunities for Canadian citizens who wish to study at colleges and universities in the United States. Students must be Canadian citizens or permanent residents of Canada enrolled at approved colleges and universities. CanHELP loans are available to both undergraduate and graduate students. Applicants must satisfy credit approval criteria. Undergraduate students can borrow up to the total cost of education with a creditworthy Canadian citizen as co-borrower. Graduate students may borrow up to \$15,000 US on their own good credit. Graduate students needing additional funds may borrow up to the total cost of education with a creditworthy Canadian co-borrower. Applications are available in the D'Youville financial aid office. The International Education Finance Corporation administers this program. For specific information on interest rates, contact IEFC at: 424 Adams Street, Milton, Mass., 02186. Phone: (617) 696-7840, fax: (617) 698-3001.

ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP)

OSAP is available for Canadian students attending D'Youville College. Applications are available at your local Canadian college or university. You may also visit the OSAP Web site at www.osap.gov.on.ca. The D'Youville College Registrar will process OSAP applications after you are accepted.

Financial Aid Application Process

Students must apply annually for all forms of financial assistance. Continued receipt of aid is not automatic; there is no guarantee of funding from one year to the next.

To ensure maximum consideration for governmental and college-based aid, these steps should be followed and the information noted:

To be considered for Federal Stafford Loans and Federal Campus-Based aid (e.g., Federal Work-Study, Federal Perkins Loan), and college-awarded aid (e.g., D'Youville grants, all D'Youville scholarships), the FAFSA must be filed. FAFSAs are available each year in about mid-December on line at www.fafsa.ed.gov. Paper FAFSAs are also available each year, in about mid-December, in college financial aid offices. The federal code number for D'Youville College is 002712.

A student whose FAFSA reaches the processor by April 15 receives priority consideration for the aid noted above. Applications received after April 15 are considered late and subject to availability of funds after awards have been made to those students who filed by April 15.

The processor, upon receipt of a FAFSA, mails a student aid report to the student. The processed aid application and analysis are transmitted to the school.

Aid applicants, who are selected for verification by the U.S. Department of Education will be required to submit to the financial aid office signed copies of W-2 forms, federal tax returns and supporting documentation. This information should be submitted only when directly requested by the financial aid office.

Students new to D'Youville College will not receive notification of eligibility for aid until the admissions office has officially accepted them.

Independent students are required to submit documentation of their independence to the financial aid office. Usually, a copy of the student's driver's license or a copy of the student's birth certificate will meet this requirement.

When any aid is offered, a student must accept or decline it by the date specified in the award letter. If the financial aid office does not receive a response by the date noted on the award letter, the offer of aid will be withdrawn.

Federal regulations require that students inform the financial aid office if any financial aid is received from any off-campus agency or organization. Any such aid becomes part of the total aid package and may affect one's eligibility for assistance.

All matriculated New York students attending full-time (12 credit hours or more each semester) must apply for the New York State Tuition Assistance Program (TAP) grant. A pre-printed TAP application will be mailed to all New York State residents who have filed the FAFSA and have listed at least one New York State college on the FAFSA. The TAP code for graduate students is 5720.

Federal Stafford Loans are programs sponsored by N.Y.S. and private lenders (commercial and savings banks, savings and loan associations, and credit unions). They lend to student applicants according to federal guidelines. Pre-printed Stafford Loan applications will be mailed to all eligible students.

To obtain all forms of financial assistance, a student must be in good academic standing and be making satisfactory academic progress.

For graduate scholarships, the student must submit a written request for graduate financial aid to the graduate program director. The graduate program director will then meet with the student, verify the student's eligibility for the various awards (including registration for a minimum of 6 graduate credit hours each semester), and describe the award criteria, process and termination of the award. The graduate program director evaluates the student's request and makes a recommendation to the assistant vice president for academic affairs by completing the Graduate Financial Aid Recommendation form and attaching a copy of the student's request for aid. The assistant vice president for academic affairs reviews the graduate program director's recommendations, evaluates the total pool of applicants by program and makes funding decisions. The associate vice president for academic affairs sends a letter of award to the student with copies sent to the director of financial aid and the student's graduate program director. Within two weeks of receiving the award letter, the student takes the letter to the financial aid office. The FAFSA must be completed. The student completes all documentation required by the Financial Aid Office and when approved by the Financial Aid Office, the award is credited to the student's account.

Academic Policies and Procedures

Academic Standing

A student's academic standing is determined by the cumulative quality point average (Q.P.A.). Graduate students are expected to maintain a cumulative Q.P.A. of 3.0.

A student who has less than a 3.0 cumulative GPA at any time is placed on academic probation for one semester. At the end of the probation semester, the student's file is reviewed by the Program Graduate Committee. If the student's cumulative Q.P.A. is a minimum of 3.0, the student is automatically removed from probation. If a student does not achieve the 3.0 Q.P.A., the Program Graduate Committee will either dismiss the student from the program immediately, or continue the student on probation for one more semester. If a minimum of 3.0 is not then achieved, dismissal is automatic.

A student who receives less than a C or fails in an S/U course must repeat the course unless he or she has been dismissed. A course may be repeated one time only.

A student may be on probation no more than two semesters during the entire graduate program.

A student who maintains a minimum of a 3.0 average but receives a third grade of C or lower will be reviewed by the Program Graduate Committee for a recommendation regarding continuation in the program.

An appeal to any of the above may be made by following the grievance procedures found in the D'Youville College Calendar and Resource Guide.

Accessibility to Records

According to the Family Educational Rights and Privacy Act (FERPA) of 1974, student records shall not be released to another individual, agency or organization (except college personnel with a legitimate educational interest as determined by the college) without first obtaining the student's written authorization to release such information.

The only information the college can release without the student's written authorization is directory information. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. Directory information may be released upon request unless the registrar receives a written statement from the student directing otherwise.

According to FERPA, information contained in the educational records of students who are 18 years of age or older or enrolled in post-secondary institutions may be sent to the parent without the written consent of the student only if the student is a financial dependent of the parents. The term "dependent" is defined in section 152 of the Internal Revenue Code as an individual (son, daughter, stepson or stepdaughter of a taxpayer) who receives over half of his or her support from the taxpayer during the given calendar year.

Academic Advisement

Academic advisement is provided to each enrolled graduate student directly by faculty from the student's academic program. Throughout their years at D'Youville, students meet with their advisors to review progress in completing requirements necessary for a degree, certification, licensure and/or graduate work. To find out who your academic counselor is, contact your academic department, the advisement center or the registrar's office.

Academic Advisor

All students matriculating at D'Youville College are assigned an academic advisor within their major to help assess progress, to give direction in the program of study and to assist in the choice of courses.

Students are welcome to contact the advisor at any time during the semester. All faculty members post and observe regular office hours and are also available by appointment.

Change of Advisor

Ordinarily a student will retain the advisor assigned by the graduate program director. An individual wishing to change advisors should consult his or her graduate program director, who will alert the registrar when a change occurs.

Grades Below "B" Policy

All grades of B or higher are applicable to all graduate programs at D'Youville College. However, some grades below a B may also be applied to the graduate degree.

Up to 6 credits of grades lower than a B (B-, C+ or C) may be applied to the graduate degree. This policy applies to most 500-600 level courses for each graduate program. However, some programs require grades no less than a B in selected courses. These exceptions are noted in each program's description in a separate section of this catalog.

Grades of C- or lower are not applicable to any graduate degree program.

Challenge Examinations

The D'Youville College Undergraduate Catalog lists policy regarding challenges to undergraduate coursework. No graduate courses may be challenged.

Change of Name, Address and Phone

It is the responsibility of each individual student to notify D'Youville College, in writing, of any change of name, address or phone number. Forms are available in the registrar's office.

Change of Program

Any student who changes majors (including changing from one graduate program to another, changing from certificate to master's, or changing from master's to certificate) must complete a change of major form, available in the registrar's office.

Registration

Graduate students are expected to register during the periods specified in the academic calendar. Registration by mail or fax can only be accomplished through prior arrangement with the individual's department. Graduate students must be registered during the semester in which they receive their graduate degree.

Prior to registration, the student must consult with the academic advisor and clear with the student accounts office. At the time of registration, the student must be in compliance with New York state health laws.

Student schedules are available in the registrar's office shortly after the registration period has ended.

Once officially registered, the individual is responsible for payment of tuition and fees. No one will receive credit for a course unless officially registered for it.

Graduate students must register for courses following the prerequisites. Certain courses are only offered in the spring or fall semesters. The courses are described in a separate section of this catalog, along with their prerequisites and their semester offerings.

Change of Registration (Drop/Add Procedure)

Students may change their course selection by submitting a completed drop/add form to the registrar's office during the scheduled drop/add period at the beginning of each semester.

Matriculating students need an advisor's signature on the drop/add form when adding or deleting a course. If a student merely wishes to change the section, but retain the same course, only the student's own signature is needed on the form. However, in those majors where student schedules are constructed with a pre-determined block of courses and/or laboratories, the signature of the chair is necessary to authorize a change of section.

Students may not "force register" by appearing in a class. During the drop/add period students who have been closed out of a course may have their name placed on a waiting list in the registrar's office. Students are notified should space become available.

Non-Matriculated Status

Non-matriculated students have not been formally accepted into the college. Non-matriculating students may take up to a total of 6 credit hours of graduate courses. In order to do so, they must hold a bachelor's degree in the appropriate discipline and meet all course prerequisites. Also, prior to registration, students must confer with and obtain the signatures of both the chair of the program in which the course is offered and the associate vice president for academic affairs.

CPR Certification

All nursing students taking clinical nursing courses, and all physical therapy majors must be certified in Cardiopulmonary Resuscitation (CPR). Many fieldwork programs in occupational therapy also require CPR certification.

Completion of Degree Requirements

In addition to coursework, graduate students matriculating in programs that lead to a master's degree (regardless of whether the program leads to both bachelors and master's degrees, or master's degrees only) are expected to complete graduate research in the form of either a thesis or project. Some programs require the thesis as the only option, whereas others allow students to choose between the thesis or project. The general requirements for each are listed here. Additional requirements that are specific to a program are included under each program described in this catalog in the Graduate Programs section.

Generally, a full-time graduate load is 9 to 12 credits per semester. For financial aid purposes, government regulations specify 12 credit hours as the minimum load for full-time status. Part-time students register for 6 or fewer credits per semester. Summer sessions are not counted as semesters for purposes of full- and part-time status.

For those programs that result in the awarding of a master of science only, students are expected to complete the program within a maximum of four academic years for coursework and two years for thesis or project. Students are required to demonstrate successful defense of a thesis or project, and present their graduate research findings at a thesis or project presentation.

For those programs that result in the award of a bachelor's and master's, students are expected to complete the program within two years of initial registration in GRA 629 (Thesis Advisement) or the Project II Course. Students are required to demonstrate successful defense of a thesis or project, and present their graduate research findings at a thesis or project presentation.

Students who do not complete their programs within their respective time frames described here must petition for an extension of the time limit by submitting a completed "Request for Extension of Time to Complete the Master of Science Program" form, available in the graduate studies office. The completed form is to be submitted to the graduate studies office via the student's graduate program director.

Thesis students must also submit an approved copy of the thesis to the associate vice president for academic affairs to receive final formatting approval.

All required forms are available in the graduate studies office in ALT 111.

Exit Interview

Upon completion of the program, or at any time of departure from the program, students are required to complete an exit interview with the director or faculty of the graduate program. This interview is the first of a variety of long-term evaluation surveys that request information from students regarding the program. Students must contact the director of their graduate program for dates and times of exit interviews and for necessary forms required by the program.

Extension to Complete Graduate Degree

A petition for an extension of time to complete the graduate degree must be accompanied by a completed "Request for Extension of Time to Complete the Master of Science Program" form available in the graduate studies office in ALT 111. The form is to be forwarded to the graduate studies office via the student's graduate research director. The form will then be forwarded to the chairperson of the Graduate Certification, Policies and Standards Committee. The chairperson of the Graduate Certification, Policies, and Standards Committee forwards the committee recommendation to the Graduate Council. Copies of the form with the final disposition will be given to the graduate research director, department chair, and the associate vice president for academic affairs, with the original placed in the student's division file.

Examinations

Course examinations are given at the option of the instructor. Final examinations are scheduled by the registrar at the end of the semester. The final examination period commences after study days as noted in the college calendar. Normally, final examinations are scheduled for Monday evening and all day Tuesday through Friday following the end of classes. Examinations for Saturday classes are announced by the professor.

Audit

Permission to audit a course must be obtained beforehand from the graduate program director after consultation with the instructor. The request to audit must be made at the time of registration and is not reversible. Credit is not given for audit courses; a notation of AU appears on the transcript in place of a grade. The fees for auditing are equivalent to those for regular credited courses, except for alumni as indicated in the fee schedule.

Directed Study

In unusual circumstances, a student may be permitted to take a course in the regular curriculum on a directed-study basis. Reasons for giving this permission are commonly related to the student's status (a) as a candidate for graduation whose program requires the course or (b) as a transfer into the major for whom the course is unavailable because of the course scheduling rotation. The student must receive approvals as indicated on the directed study forms available in the registrar's office.

Independent Study

A student pursuing an independent study is able to delve into some special area of interest that is beyond the scope of current course offerings at D'Youville.

Graduate students in good standing with a minimum cumulative GPA of 3.0 and successful completion of at least 12 graduate credit hours at D'Youville College are eligible.

The graduate student undertaking such a project should have an appropriate background preparation in the subject.

Independent study courses will be designated by the discipline code letters, the numerals 679 (fall offering) and 680 (spring offering) and the initials IS, e.g., NUR 679IS. The title will reflect the course content. The graduate student must complete a written proposal of the study and obtain the approvals as indicated on the independent study application form for graduate students available in the graduate studies office in ALT 111.

Repeating a Course

- Students may repeat any course once. In each case, the original grade will be replaced by the second grade earned, whether higher or lower, when calculating the quality point average. Students must complete and submit the appropriate form at the time of registration for a second repeat of a course. Students should take note that, if the repetition is not required by the college, New York state will not allow the credit hours for the course to determine the minimum course load required for financial aid purposes.
- Students who fail a course or do not meet minimum course requirements for a department or program at D'Youville College may only replace the failure by taking/passing the course at D'Youville College. Only by special permission would a student be allowed to register off campus for a course failed at D'Youville College according to the following conditions:
 - Permission must be secured beforehand.
 - Permission must be recommended by the department chair and forwarded to the vice president for academic affairs for final decision.

Withdrawal from a Course

In order to withdraw from a course at any time, a student must complete a course withdrawal ("drop/add") form, obtain the signature of the advisor and return the form to the registrar's office before the end of the tenth week of the semester.

A grade of W appears on the transcript when the student withdraws after the end of the drop/add period. Students who do not follow this procedure and merely stop attending class will receive a grade of F for the course.

DISCONTINUANCE OF ATTENDANCE OR NOTIFYING THE INSTRUCTOR ALONE DOES NOT CONSTITUTE OFFICIAL WITHDRAWAL. A GRADE OF "F" IS RECEIVED FOR A COURSE FROM WHICH A STUDENT DOES NOT OFFICIALLY WITHDRAW.

Grading

GRADES AND QUALITY POINTS

Quality points are awarded according to the grades earned. The quality point average (G.P.A.) is obtained by dividing the total number of quality points by the total number of semester hours of credit attempted, exclusive of S/U grades.

| Letter Grade | Grade Definition | Quality Points Per Semester | Numerical Value |
|--------------|--|-----------------------------|-----------------|
| A | Excellent | 4.00 | 93-100 |
| A- | | 3.67 | 90-92 |
| B+ | | 3.33 | 87-89 |
| B | Good | 3.00 | 83-86 |
| B- | | 2.67 | 80-82 |
| C+ | | 2.33 | 77-79 |
| C* | Average | 2.00 | 73-76 |
| C- | | 1.67 | 70-72 |
| D+ | | 1.33 | 67-69 |
| D | Less than average | 1.00 | 63-66 |
| D- | Minimum passing grade | 0.67 | 60-62 |
| F | Failure | 0 | Below 60 |
| FX | Failure for non-attendance | 0 | |
| I** | Incomplete | 0 | |
| IA** | Absent for semester exam | 0 | |
| R | Course repeated | 0 | |
| S | Satisfactory completion of minimal requirements for course | 0 | |
| U | Unsatisfactory | 0 | |
| W*** | Withdrawal without penalty | 0 | |

* Minimum acceptable grade applicable to a graduate degree.

** **TEMPORARY GRADES:** An IA automatically becomes an F if the student does not complete a deferred examination before the date determined by the professor involved. An I becomes an F or a U if the work is not completed before the end of the eighth week of the next semester in which the student is enrolled.

Students will not be allowed to register for a course for which a prerequisite has been established, if a grade of incomplete ("I" or "IA") has been received in the prerequisite course and has not been replaced by an acceptable grade before the course begins.

*** A course may be dropped without academic penalty until the end of the tenth week of the semester. An F is given after that time.

Grade Reports

Approximately two weeks after the close of the semester, grade reports are mailed to students at the permanent address they have provided.

Grade Change

Grades that have been recorded in the registrar's office can be changed only through consent of the faculty member and with the permission of the vice president for academic affairs. Forms for this purpose are available to faculty in the registrar's office.

I Grade

The grade of incomplete ("I") is used when the instructor is not prepared to give a final mark for the semester, either because of the student's illness or some other justifiable delay in the completion of the course requirements.

Application for an I grade must be made on a form issued by the registrar's office and must include the instructor's signature. Students who do not follow this policy and have not satisfactorily fulfilled the requirements for the course will receive a grade of F.

The grade of I becomes F if the work is not completed before the end of the eighth week of the following semester in attendance. Exceptions to this provision may only be granted by the vice president for academic affairs.

Students who complete work for a course in which they have received an I grade may request a revised grade report from the registrar's office.

Grades in GRA 629

Graduate students receiving a second consecutive grade of Unsatisfactory ("U") in GRA 629 will be dismissed from the program.

Continuing Registration in GRA 629

Registration in GRA 629 is required for those students completing a thesis. Those who have completed all coursework including successful completion of the program's minimum number of thesis advisement credits but who have not completed the thesis and/or publishable paper must continue to register for GRA 629. Graduate students must be registered during the semester in which they receive their graduate degree.

Graduation

There is one commencement ceremony each May at which time the prior December, current May, and anticipated August graduates are honored. Graduate students must clear for graduation with the registrar and file their intent to graduate no later than 6 months prior to their graduation in December, May, or August. Notification of the completion of requirements other than course work, as indicated on the "Certification of Approval of All Graduate Non-Course Requirements for Graduation" (Green Sheet) from the graduate studies office must be received in the registrar's office with all signatures no later than May 1, August 1, or December 1, or the student's graduation date is moved to the next conferral period.

Health Requirements

All graduate students must submit a completed D'Youville College health form. No student will be admitted to a clinical course, management internship, or teaching practicum without one. All students must satisfy New York State immunization requirements. Immunization records, a PPD test, and rubella titre results and follow-up must be on file in the D'Youville College health office, located on the first floor of Marguerite Hall. Staff may be reached at (716) 829-7698.

Liability Insurance

Students in dietetics, nursing, occupational therapy and physical therapy must show proof of liability insurance prior to taking clinical courses. A copy of the proof is placed in the student's file.

Licensure

All nursing students taking clinical courses must show proof of being currently licensed to practice nursing in New York State or Ontario, or eligibility for New York State or Ontario licensure. All family nurse practitioner students must provide proof of licensure in a jurisdiction of the United States.

Malpractice Insurance

All nursing students must show proof of carrying malpractice insurance, a copy of which is placed in the student's file. This is required for clinical courses and the teaching practicum.

Leave of Absence

Graduate students who wish to interrupt their studies through a leave of absence may only do so for up to four individual or consecutive semesters. In order to obtain permission for a leave of absence, graduate students must complete a request form, which is available in the registrar's office, and submit the form to the appropriate department chair.

Ordinarily, a student may not request a leave of absence after the twelfth week of the semester. Special consideration is given for illness or other extenuating circumstances. The vice president for academic affairs must give permission in these cases. In the event that a student does not return at the time stipulated, the leave automatically becomes a withdrawal. The student must then apply for readmission in order to return to the college.

Medical Leave of Absence

Graduate students who must interrupt their studies for medical/health reasons should contact either the Health Center or the Counseling Center. Documentation from the attending health care professional must be provided and should include the expected date of return.

Policy on Academic Integrity

Students are expected to conduct themselves with integrity and honesty while completing course requirements and complying with college academic regulations. Violations of academic integrity include, but are not limited to the following:

- (a) PLAGIARISM: The presentation of another's writing or another's ideas as one's own without citation;
- (b) CHEATING: The use or provision of any unauthorized assistance when completing an exam or individual assignment;
- (c) FALSIFICATION: The fabrication of signatures, notes, reports, data, or other academic information; the submission of reports, papers or exams prepared by a person other than the student; this includes purchasing or selling term papers or other academic materials;
- (d) PROCUREMENT: The distribution or acceptance of prior or current lab assignments, exams or other academic matter without the permission of the instructor; and,
- (e) CO-SUBMISSION: The submission, without permission of the instructor, of academically required materials previously or contemporaneously submitted in whole or in substantial part in another course.

A breach of academic integrity as determined by the instructor will result in automatic failure of the exam, paper, or course, and/or ineligibility to repeat the course, a requirement for additional academic work, or other sanctions as stated in the course syllabus.

In general it is expected that most infractions will be handled between the student and the faculty member. Serious or repeated infractions, however, will be reported to the student's academic major program as defined below and to the Vice President for Academic Affairs.

The student may appeal decisions or judgments as outlined in the appeals procedures below. Repeated infractions may result in dismissal from the college.

Procedures for Alleged Violations of the D'Youville College Policy on Academic Integrity

An instructor who has knowledge that a student has committed a violation of the policy on academic integrity may respond as outlined above. If the student wishes to appeal the faculty member's decision, then the faculty member will, upon notification of the initiation of this appeal, notify in writing the student's academic major program director. If the student has no academic major, the department chair in which the student receives academic advisement will be notified.

Appeals from the instructor's decision will be made first to the instructor's chair or program head; then to the College Judicial Review Board, then to the Academic Integrity Board, and then to the Academic Vice President, whose decisions will be final. An adverse decision may subject the student to additional program specific sanctions. In the event that the appeal is not upheld, a record of the violation and the penalty imposed will be a part of the student's academic record (department and registrar's office) while at the college.

If the student's records show prior offenses of the academic integrity policy, the matter will be reported to the student's program director and the Academic Vice President. The program director will decide upon appropriate sanctions, and the matter will be reviewed by the Academic Integrity Board. The decision of the Academic Integrity Board can be appealed to the Academic Vice President whose decision will be final.

At every step in the appeals process, the student retains the right to review and rebut the accusations of academic misconduct and the evidence that supports them.

The Academic Integrity Board will be comprised of the members of the Academic Policies Committee of the Faculty Council. Members of the committee who are involved in the alleged violation will recuse themselves from the proceedings. Sanctions for second and subsequent violations of the academic integrity policy require approval by members of this board and are as follows:

- a. Dismissal from the student's academic program with either an opportunity to reapply after one semester or one year; or no opportunity to reapply.
- b. Forced leave of absence from the college for at least one semester and no more than two semesters. The term semester does not include summer sessions or courses. Any credit earned at another institution while a student is on a forced leave of absence will not be accepted by D'Youville College for any purpose.
- c. Dismissal from the college with no opportunity to reapply.

Recency of Coursework

Some academic programs require that relevant clinical coursework be completed within a specific timeframe prior to conferral of the degree. Students who have taken a leave of absence, decelerated their program of study, received an extension to complete the graduate degree, or who have been dismissed and readmitted to a program may be required to retake coursework even if previously completed successfully. Students should check with the director of their graduate program for more information.

Reference File Service

The Career Services Center maintains an optional reference file service for students and alumni. The purpose is to provide employers or educational institutions with information regarding each applicant's qualifications. Students should begin to collect letters of reference from professors, preceptors, faculty and supervisors as soon as possible. A variety of references provides potential employers with a broader perspective and allows for possible changes in career focus. Reference file packets are available in the Career Services Center in ALT 315-316. Graduate students may schedule appointments for career counseling, job search and resume/cover letter assistance. Additional services include current job listings, career fairs, a job search library and professional networking opportunities.

Religious Holidays

D'Youville College complies with state regulations regarding religious holidays. State Education Law S224-a, regarding students unable because of religious beliefs to attend classes on certain days, states the following:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirement on a particular day or days.
2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs an equivalent opportunity to make up any examination, study or work requirements the student may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after 4 p.m., or on Saturday, similar or make-up classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial efforts shall result to any student who makes use of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in supreme court of the county in which such institution of higher education is located for the enforcement of rights under this section.

Scholarly Activities

Although not an academic requirement, all graduate students are strongly encouraged to subscribe to relevant journals and to seek membership in professional organizations.

Sequence for Completing Program Requirements

Students are expected to complete their program in the following sequence:

1. Complete coursework, including internships or practicum, concurrently with the following activities:
2. The Publishable Paper requirement must be met (*nursing students only*). See section on the Publishable Paper.
3. Completion of the thesis proposal, thesis proposal presentation, IRB application, thesis, thesis defense and Thesis Presentation Day;

OR

Completion of the project and its related activities as determined by each graduate program.

4. Review and approval of the thesis manuscript by the office of graduate studies outside reader;

OR

Approval of the project as determined by each graduate program.

5. Submission of signed Green Sheets to the office of graduate studies with all required documentation and receipts.

Withdrawal from the College

A student intending to withdraw from D'Youville must contact the department chair in person or in writing and submit the proper withdrawal forms to the registrar's office.

Withdrawal will be considered effective on the date the written intent of withdrawal is received. The procedure is not complete until the written intent has been properly filed with the college.

If the withdrawal procedure is completed mid-semester, courses for which the student is currently enrolled will be assigned the grade of W. No tuition refund will be made after the fifth week of the semester or after dates stated in the summer session brochure.

Discontinuance of attendance, notifying instructors or mere telephone contact with college personnel DOES NOT constitute an official withdrawal. Students remain both academically and financially responsible for all courses for which they have enrolled until the withdrawal procedure has been finalized with the registrar's office.

Students withdrawing from a graduate program must have an exit interview and should see the director of their graduate program for additional information.

THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND
 CAMPUS CRIMES STATISTICS ACT REPORT FOR D'YOUVILLE COLLEGE
 (formally the Campus Security Act)

| CATEGORY | VENUE | 2000 | 2001 | 2002 | 2003 |
|---------------------------------------|--|------|------|------|------|
| CRIMINAL HOMICIDE: | | | | | |
| Murder and non-negligent manslaughter | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Negligent manslaughter | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| SEX OFFENSES: | | | | | |
| Forcible | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 1 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Nonforcible | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| OTHER OFFENSES: | | | | | |
| Robbery | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 1 | 0 | 0 |
| Aggravated assault | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Burglary | On campus | 1 | 2 | 2 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Arson | On campus | 1 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Larceny | On campus | 27 | 37 | 27 | 18 |
| | In dormitories or other residential facilities | 1 | 2 | 1 | 3 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |

| CATEGORY | VENUE | 2000 | 2001 | 2002 | 2003 |
|---|--|------|------|------|------|
| Motor vehicle break-ins theft of goods | On campus | 3 | 0 | 2 | 2 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 19 | 17 | 17 | 6 |
| Motor vehicle theft | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 4 | 4 | 0 | 0 |
| ARREST FOR: | | | | | |
| Liquor law violations | On campus | 1 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Drug-related violations | On campus | 1 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Weapons possession | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| DISCIPLINARY REFERRALS: | | | | | |
| Liquor law violations | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 8 | 8 | 2 | 15 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Drug-related violations | On campus | 0 | 1 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |
| Weapons possession | On campus | 0 | 0 | 0 | 0 |
| | In dormitories or other residential facilities | 0 | 0 | 0 | 0 |
| | In or on a non-campus building or property | 0 | 0 | 0 | 0 |
| | On public property | 0 | 0 | 0 | 0 |

A "0" is used when we know that there were no reported incidents in the particular category.

Academic Programs

Graduate Degree Programs

D'Youville College offers doctoral degrees in the following:

- Educational Leadership (Ed.D.)
- Health Policy and Health Education (Ed.D.)

D'Youville College offers master of science degrees in the following:

- Early Childhood Education (M.S.)
- Childhood Education (M.S.)
- Middle Childhood Education (Generalist) (M.S.)
- Middle Childhood Education (Specialist) (M.S.)
- Adolescent Education (M.S.)
- Special Education (Early Childhood) (M.S.)
- Special Education (Childhood) (M.S.)
- Special Education (Middle Childhood - Generalist) (M.S.)
- Special Education (Middle Childhood - Specialist) (M.S.)
- Special Education (Adolescent) (M.S.)
- Teaching English to Speakers of Other Languages (M.S.)
- Health Services Administration (M.S.)
- International Business (M.S.)
- Nursing (M.S.)
- Clinical Nurse Specialist in Community Health Nursing (M.S.)
- Family Nurse Practitioner (M.S.)
- Occupational Therapy (M.S. O.T.)
- Physical Therapy (M.P.T. or M.S.)

Dual-degree programs are offered in the following:

- Dietetics (B.S./M.S.)
- International Business (B.S./M.S.)
- Nursing (B.S./M.S.)
- Occupational Therapy (B.S./M.S.)

A dual degree in nursing is available for registered nurses with an associate degree (B.S.N./M.S.).

- RN students may choose the master of science in either the following:
 - Nursing (M.S.)
 - Clinical Nurse Specialist in Community Health Nursing (M.S.) for the combined R.N.-B.S./M.S. degree.

Descriptions of the combined B.S./M.S., B.S.N./M.S., or R.N.-B.S./M.S. programs are available in detail in the D'Youville College Undergraduate Academic Catalog.

Professional Degree Programs

- Doctor of Chiropractic (D.C.)

Graduate Degree Programs

| <u>PROGRAM</u> <u>CODE</u> <u>NAME</u> | <u>DEGREE</u> | <u>HEGIS</u> <u>CODE</u> |
|--|---------------|-----------------------------|
| 88129 Dietetics * | B.S./M.S. | 1306.00 |
| EDUCATION: | | |
| 22780 Early Childhood Education | M.S. | 0823.00 |
| 22781 Childhood Education | M.S. | 0802.00 |
| 22782 Middle Childhood Education (Generalist) | M.S. | 0804.00 |
| 22783 Middle Childhood Education (Specialist) | M.S. | 0804.00 |
| 22784 Adolescence Education | M.S. | 0803.00 |
| 22785 Teaching Students with Disabilities in Early Childhood Education | M.S. | 0808.00 |
| 22786 Teaching Students with Disabilities in Childhood Education | M.S. | 0802.00 |
| 22787 Teaching Students with Disabilities in Middle Childhood Education Generalist | M.S. | 0808.00 |
| 22788 Teaching Students with Disabilities in Middle Childhood Education Specialist | M.S. | 0808.00 |
| 22789 Teaching Students with Disabilities in Adolescence Education | M.S. | 0808.00 |
| 26610 Teaching English to Speakers of Other Languages | M.S. | 1508.00 |
| 28672 Educational Leadership | Ed.D. | 0817.00 |
| 20958 Family Nurse Practitioner | M.S. | 1203.10 |
| 89282 Health Services Administration | M.S. | 1202.00 |
| 27334 Health Policy and Health Education | Ed.D. | 1299.00 |
| 20843 International Business * | B.S./M.S. | 0513.00 |
| 21443 International Business | M.S. | 0513.00 |
| 21059 Nursing | M.S. | 1203.10 |
| 89578 Nursing/Community Health Nursing * | B.S.N./M.S. | 1203.10 |
| 89578 Nursing/Community Health Nursing | M.S. | 1203.10 |
| 85292 Occupational Therapy * | B.S./M.S. | 1208.00 |
| 85292 Occupational Therapy | M.S. | 1208.00 |
| 86372 Physical Therapy | M.S. | 1212.00 |
| 86372 Physical Therapy | M.P.T. | 1212.00 |

Professional Degree Program

| | | |
|------------------------|------|---------|
| 28033 Chiropractic** | D.C. | 1221.00 |
|------------------------|------|---------|

Certificate Programs

| | |
|--|---------|
| 20989 Addictions in the Community | 2104.10 |
| 21761 Advanced Orthopedic Physical Therapy | 1212.00 |
| 22279 Clinical Research Associate | 1202.00 |
| 22492 Family Nurse Practitioner | 1203.12 |
| 22278 Health Services Administration | 1202.00 |
| 24402 Holistic Nursing | 1203.12 |
| 24401 Hospice and Palliative Care | 1203.12 |
| 27262 Improving Performance | 1299.00 |
| 20718 Long-Term Care Administration | 1202.00 |
| 21762 Manual Physical Therapy | 1212.00 |
| 23624 Nursing and Health Related Professions Education | 1203.12 |

Programs marked by an asterisk (*) are not described in this catalog. Students are referred to the detailed descriptions of these programs included in the D'Youville College Undergraduate Academic Catalog.

** Only the professional degree portion of this program is described in this catalog. Students are referred to the D'Youville College Undergraduate Academic Catalog for detailed description of the chiropractic pre-professional degree program.

Degree Programs: Courses of Instruction

EDUCATION

Programs

The programs described here comply with the updated New York State regulations. These programs include early childhood, childhood, middle childhood (generalist and specialist), adolescence and special education. Teachable areas in the master of science in adolescent education include: biology, chemistry, earth science, English, French, Latin, mathematics, physics, social studies and Spanish.

In addition to these education programs, the department also offers a program in teaching English to speakers of other languages (TESOL). The master of science in TESOL is designed for individuals seeking certification to teach English language learners in grades pre-K through 12.

Admission Requirements

In addition to the general admissions requirements, applicants for M.S. Ed. degrees in early childhood education, childhood education, middle childhood education, adolescence education, special education or TESOL must have completed liberal arts coursework required by the New York State Education Department for certification. Those seeking certification or degrees in these areas must have at least six credit hours of undergraduate or graduate study in each of the following: English, social studies, mathematics, natural sciences and foreign language, such as Spanish, French or sign language.

Students applying for certification in TESOL are required to have at least 12 credit hours of college-level study (or its equivalent) in a language other than English. Sign language and/or computer languages are not acceptable.

Middle childhood (specialist) and adolescence education students must have a 30-36 credit concentration in the certification area and at least six credit hours of study in a foreign language. Deficiencies must be made up before the student is eligible to apply for New York State certification.

A statistics course is required for students who select the thesis option in any graduate education program.

Students who are registered in the five-year integrated bachelor of arts/master of science in education program and who have maintained a 3.0 cumulative G.P.A. or better for all four years of study are automatically admitted to the master's degree programs and do not need to reapply.

International Students

International students should note that the master's degrees in education at D'Youville College may not fully satisfy all of the existing requirements for master degrees offered in countries outside of the United States, including Canada and the Province of Ontario. D'Youville College and the department of education are not involved in any aspect of determining whether the master's degrees in education are transferable outside of the U.S., and are not involved in the determination of pay scale for students who are citizens of countries outside the U.S.

New York State Fingerprinting Law

All students applying for New York State certification must fulfill the requirements of the New York State fingerprinting law. Fingerprinting packets are available at D'Youville College. A processing fee is charged by New York State.

Academic Regulations

Education department academic regulations are in addition to college policies and are as follows:

1. All matriculating students in graduate education programs must complete all credit hours required for their program. M.S. candidates must complete either a thesis or project.
2. A student whose cumulative G.P.A. is less than 3.0 for any semester is placed on probation the following semester. If the cumulative GPA is not 3.0 or better following the semester on probation, the student may be dismissed from the program. The student may reapply for admission after a one-year absence. Readmission is not guaranteed.
3. A student whose cumulative record shows two or more failing grades at any time in the program will automatically be dismissed from the program. The student may reapply for admission after a one-year absence. Readmission is not guaranteed.
4. As required by the New York State Department of Education, all education students are required to spend 100 hours in classroom observation prior to engaging in student teaching. Classroom observation components within required classes combined with mandatory observation in the initial weeks of student teaching courses provide D'Youville students with observation experience well in excess of the 100-hour requirement.
5. Students must complete ALL coursework leading to certification prior to student teaching. If the student has more than six credits of coursework below a B (B-, C, C+), courses must be re-taken prior to student teaching.
6. A grade of C- or below is not applicable to any graduate program in education.
7. A course can be repeated only once and must be repeated at D'Youville.
8. Prior to beginning the program, students are required to apply for a state- or province-mandated police background check.

Teaching Practicum

All graduate students in education must satisfy the minimum requirements for field experience in addition to adhering to arrival and departure times required of teachers, as well as attending appropriate school events such as open house. Students receive a letter grade (A, A-, B+, etc.) for field experience performance in the student teaching practicum. In order to be recommended for a teaching certificate by the college, a student must earn a grade of C or higher in the teaching practicum. A student who earns below a grade of C is not permitted to repeat the field practicum.

REQUIREMENTS FOR ALL STUDENT TEACHING PRACTICA:

Students in any of the graduate degree programs in education are required to complete a 14-week student teaching practicum. The practicum consists of six credits of student teaching plus a 1-credit seminar. Students who hold certification in the area in which they are seeking the master's degree are not required to complete the student teaching practicum.

Prerequisites for Student Teaching

Students must have successfully completed ALL coursework leading to New York State Certification prior to student teaching. Students who are carrying more than six credits of course work below a B level (B-, C, C+) must re-take the necessary courses prior to student teaching and earn a grade of B or higher. Student teaching assignments are made only in the fall and spring semesters. Students may not complete the student teaching practicum during the summer months.

U.S. students who have baccalaureate degrees in the area in which they are seeking certification, and who have current provisional certification in this area, are not required to complete a student teaching practicum. Students who do not have provisional certification in this area are required to complete the 14-week practicum.

Field Experience Placement Procedure

Oct. 1 and Feb. 15 are very important dates for all students seeking teaching credentials. These are the deadlines for filing all field experience applications. Applications filed after the appropriate date will be subject to a \$50 late fee and forfeiture of placement guarantee.

Students eligible for application for a field experience should follow these steps:

1. Establish eligibility by following the advisement process. The academic advisor should confirm that all coursework leading to certification has been successfully completed and the student's cumulative G.P.A. is 3.0 or better. The student should have taken, or have registered to take, the required New York State Teacher Certification Exams (NYSTCE) prior to student teaching.
2. Application forms are available on designated computers in the computer labs. Read the application, profile and envelope directions. Items incorrectly completed will be returned. This will delay field placement.
3. The application must be typed and include a mailing address and phone number where the student can be reached between semesters. Students can request a Canadian school board or U.S. district or school, but there is no guarantee that this request will be fulfilled. Because this document will be sent to the board, district and/or school in which the student will be placed, it should indicate the names (not course numbers) of the professional education courses completed by the time of the practicum. Students in adolescence education must also list the names of the undergraduate and graduate courses taken in the area(s) of certification including biology, chemistry, physics, earth science, English, foreign language, mathematics and social studies. The application must look professional and may be returned to the student to be redone if it has errors. Two self-addressed, unstamped, unsealed envelopes must accompany the application, which must be given to the director of field experiences by the required date.
4. Students are required to be in compliance with health regulations prior to being permitted to participate in any field experiences.
5. Students must give proof of registration to take the required New York State Teacher Certification Exams (NYSTCE) to the director of field experiences at the same time that the practicum application is handed in to the director of student teaching.

New York State Teacher Certification Examination

All students in education programs in New York state are required to take and pass required NYSTCE certification exams in order to be certified. Copies of score reports, when received, should be sent to the registrar's office at D'Youville College.

Professional Behavior Statement

A student is to exhibit professional behavior when required to observe and/or participate in any field experience(s) for an education course. Unprofessional behavior in the field will result in failure in the course regardless of previous grades earned. Professional behavior is also required and expected in all classes. Unprofessional behavior in classes will result in being asked to appear before the department academic policies and review board. Appearance before this board may result in failure of the course, dismissal from the program, or both.

Project or Thesis Requirement

Graduate education students may choose to complete either a project or a thesis in order to complete the research component of the degree program.

Students must complete all education courses in the area of concentration before taking the graduate research project courses (EDU/SED 665 and 666).

Students who complete a project take GRA 600, EDU/SED 665 and EDU/SED 666. GRA 600 must be taken prior to or concurrent with EDU/SED 665. EDU/SED 666 is taken in the semester immediately following EDU/SED 665, unless permission has otherwise been given by the department.

Students who complete a thesis take GRA 600, 601, 602 (if needed), 610 and 629, and follow all thesis requirements as outlined in the thesis handbook. Education faculty members are usually not available to serve as thesis advisors during the summer.

Course Sequences for Full-Time Students

EDUCATION DEGREE: M.S.

Early Childhood Education (Birth to Grade 2)

| IN THE AREA OF CONCENTRATION: | CREDITS |
|--|---------|
| EDU 620 Foundations of Learning Theory | 3 |
| EDU 622 Meeting the Needs of Exceptional Learners | 3 |
| EDU 624 Foundations of Teaching Reading and Literacy | 3 |
| EDU 626 Teaching Children's Literature | 3 |
| EDU 627 Diagnostic and Corrective Reading | 3 |
| EDU 629 Early Childhood Methods | 3 |
| EDU 632 Assessing and Guiding the Development of Young Children | 3 |
| EDU 645 Practicum in Student Teaching | 6 |
| EDU 645X Pre-Student Teaching Seminar | 1 |
| EDU 651 Multiculturalism and Cultural Diversity | 3 |
| EDU 652 Curriculum Planning in Education | 3 |
| EDU 653 Critical Issues in Education | 3 |
| EDU 656 Philosophical and Social Foundations of Education | 3 |
| EDU 658 Research in Education | 3 |
| TOTAL | 43 |

RESEARCH COURSES:

| | |
|------------------------------------|---|
| GRA 600 Theory Development | 3 |
| EDU 665 Education Project I | 3 |
| EDU 666 Education Project II | 3 |
| TOTAL | 9 |

TOTAL Required for M.S. Ed. in Early Childhood 52

EDUCATION DEGREE: M.S.

Childhood Education (Grade 1 to Grade 6)

| IN THE AREA OF CONCENTRATION: | CREDITS |
|---|---------|
| EDU 620 Foundations of Learning Theory | 3 |
| EDU 621 Elementary School General Strategies | 3 |
| EDU 622 Meeting the Needs of Exceptional Learners | 3 |
| EDU 623 Childhood Content Methods | 3 |
| EDU 624 Foundations of Teaching Reading and Literacy | 3 |
| EDU 626 Teaching Children's Literature | 3 |
| EDU 627 Diagnostic and Corrective Reading | 3 |
| EDU 645 Practicum in Student Teaching | 6 |
| EDU 645X Pre-Student Teaching Seminar | 1 |
| EDU 651 Multiculturalism and Cultural Diversity | 3 |
| EDU 652 Curriculum Planning in Education | 3 |
| EDU 653 Critical Issues in Education | 3 |
| EDU 656 Philosophical and Social Foundations of Education | 3 |
| EDU 658 Research in Education | 3 |
| TOTAL | 43 |

RESEARCH COURSES:

| | |
|------------------------------------|---|
| GRA 600 Theory Development | 3 |
| EDU 665 Education Project I | 3 |
| EDU 666 Education Project II | 3 |
| TOTAL | 9 |

TOTAL Required for M.S. Ed. in Childhood Education 52

EDUCATION DEGREE: M.S.

Middle Childhood Education/Generalist & Specialist

(Grade 5 to Grade 9)

| IN THE AREA OF CONCENTRATION: | | CREDITS |
|-------------------------------|---|---------|
| EDU 619 | Young Adult Literature | 3 |
| EDU 620 | Foundations of Learning Theory | 3 |
| EDU 621 | Elementary School General Strategies | 3 |
| EDU 622 | Meeting the Needs of Exceptional Learners | 3 |
| EDU 624 | Foundations of Teaching Reading and Literacy | 3 |
| EDU 625 | Middle School Content Methods | 3 |
| EDU 645 | Practicum in Student Teaching | 6 |
| EDU 645X | Pre-Student Teaching Seminar | 1 |
| EDU 651 | Multiculturalism and Cultural Diversity | 3 |
| EDU 652 | Curriculum Planning in Education | 3 |
| EDU 653 | Critical Issues in Education | 3 |
| EDU 656 | Philosophical and Social Foundations of Education | 3 |
| EDU 658 | Research in Education | 3 |
| TOTAL | | 40 |

RESEARCH COURSES:

| | | |
|-------------|----------------------------|---|
| GRA 600 | Theory Development | 3 |
| EDU 665 | Education Project I | 3 |
| EDU 666 | Education Project II | 3 |
| TOTAL | | 9 |

TOTAL Required for M.S. Ed. in Middle Childhood Education 49

EDUCATION DEGREE: M.S.

Adolescence Education *(Grade 7 to Grade 12)*

| IN THE AREA OF CONCENTRATION: | | CREDITS |
|-------------------------------|---|---------|
| EDU 603 | Practicum in Student Teaching | 6 |
| EDU 603X | Pre-Student Teaching Seminar | 1 |
| EDU 620 | Foundations of Learning Theory | 3 |
| EDU 622 | Meeting the Needs of Exceptional Learners | 3 |
| EDU 630 | Secondary School General Strategies | 3 |
| EDU 631 | Secondary School Content Methods | 3 |
| EDU 652 | Curriculum Planning in Education | 3 |
| EDU 653 | Critical Issues in Education | 3 |
| EDU 656 | Philosophical and Social Foundations of Education | 3 |
| TOTAL | | 28 |

RESEARCH COURSES:

| | | |
|-------------|-----------------------------|----|
| GRA 600 | Theory Development | 3 |
| EDU 658 | Research in Education | 3 |
| EDU 665 | Education Project I | 3 |
| EDU 666 | Education Project II | 3 |
| TOTAL | | 12 |

TOTAL Required for M.S. Ed. in Adolescence Education 40

EDUCATION DEGREE: M.S.

Special Education (Early Childhood)

| IN THE AREA OF CONCENTRATION: | | CREDITS |
|-------------------------------|---|---------|
| EDU 629 | Early Childhood Methods | 3 |
| EDU 632 | Assessing & Guiding the Development of Young Children | 3 |
| SED 641 | Options/Alternatives in Special Education Classroom Management | 3 |
| SED 642 | Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities | 3 |
| SED 643 | Theoretical Perspectives in the Education of Individuals with Mild Disabilities | 3 |
| SED 644 | Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities .. | 3 |
| SED 645 | Practicum in Student Teaching | 6 |
| SED 645X | Pre-Student Teaching Seminar | 1 |
| SED 649 | Methods/Materials Practicum | 3 |
| SED 651 | Multiculturalism and Cultural Diversity | 3 |
| SED 652 | Curriculum Planning in Education | 3 |
| SED 653 | Critical Issues in Education | 3 |
| SED 656 | Philosophical and Social Foundations of Education | 3 |
| SED 658 | Research in Education | 3 |
| | TOTAL | 43 |

RESEARCH COURSES:

| | | |
|---------|----------------------------|---|
| GRA 600 | Theory Development | 3 |
| SED 665 | Education Project I | 3 |
| SED 666 | Education Project II | 3 |
| | TOTAL | 9 |

TOTAL Required for M.S. Ed. in Special Education
(Early Childhood)52

EDUCATION DEGREE: M.S.

Special Education (Childhood)

| IN THE AREA OF CONCENTRATION: | | CREDITS |
|-------------------------------|---|---------|
| EDU 624 | Foundations of Teaching Reading and Literacy | 3 |
| EDU 627 | Diagnostic and Corrective Reading | 3 |
| SED 641 | Options/Alternatives in Special Education Classroom Management | 3 |
| SED 642 | Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities | 3 |
| SED 643 | Theoretical Perspectives in the Education of Individuals with Mild Disabilities | 3 |
| SED 644 | Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities .. | 3 |
| SED 645 | Practicum in Student Teaching | 6 |
| SED 645X | Pre-Student Teaching Seminar | 1 |
| SED 649 | Methods/Materials Practicum | 3 |
| SED 651 | Multiculturalism and Cultural Diversity | 3 |
| SED 652 | Curriculum Planning in Education | 3 |
| SED 653 | Critical Issues in Education | 3 |
| SED 656 | Philosophical and Social Foundations of Education | 3 |
| SED 658 | Research in Education | 3 |
| | TOTAL | 43 |

RESEARCH COURSES:

| | | |
|---------|----------------------------|---|
| GRA 600 | Theory Development | 3 |
| SED 665 | Education Project I | 3 |
| SED 666 | Education Project II | 3 |
| | TOTAL | 9 |

TOTAL Required for M.S. Ed. in Special Education
(Childhood)52

EDUCATION DEGREE: M.S.

Special Education (Middle Childhood – Generalist)

| IN THE AREA OF CONCENTRATION: | CREDITS |
|--|---------|
| EDU 624 Foundations of Teaching Reading and Literacy | 3 |
| EDU 627 Diagnostic and Corrective Reading | 3 |
| SED 641 Options/Alternatives in Special Education Classroom Management | 3 |
| SED 642 Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities | 3 |
| SED 643 Theoretical Perspectives in the Education of Individuals with Mild Disabilities | 3 |
| SED 644 Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities | 3 |
| SED 645 Practicum in Student Teaching | 6 |
| SED 645X Pre-Student Teaching Seminar | 1 |
| SED 649 Methods/Materials Practicum | 3 |
| SED 651 Multiculturalism and Cultural Diversity | 3 |
| SED 652 Curriculum Planning in Education | 3 |
| SED 653 Critical Issues in Education | 3 |
| SED 656 Philosophical and Social Foundations of Education | 3 |
| SED 658 Research in Education | 3 |
| TOTAL | 43 |

RESEARCH COURSES:

| | |
|--|---|
| GRA 600 Theory Development | 3 |
| SED 665 Education Project I | 3 |
| SED 666 Education Project II | 3 |
| TOTAL | 9 |

TOTAL Required for M.S. Ed. in Special Education
(Middle Childhood/Generalist)52

EDUCATION DEGREE: M.S.

Special Education (Middle Childhood – Specialist)

| IN THE AREA OF CONCENTRATION: | CREDITS |
|---|---------|
| EDU 621 Elementary School General Strategies | 3 |
| EDU 625 Middle School Content Methods | 3 |
| SED 641 Options/Alternatives in Special Education Classroom Management | 3 |
| SED 642 Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities | 3 |
| SED 643 Theoretical Perspectives in the Education of Individuals with Mild Disabilities | 3 |
| SED 644 Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities | 3 |
| SED 645 Practicum in Student Teaching | 6 |
| SED 645X Pre-Student Teaching Seminar | 1 |
| SED 649 Methods/Materials Practicum | 3 |
| SED 651 Multiculturalism and Cultural Diversity | 3 |
| SED 652 Curriculum Planning in Education | 3 |
| SED 653 Critical Issues in Education | 3 |
| SED 656 Philosophical and Social Foundations of Education | 3 |
| SED 658 Research in Education | 3 |
| TOTAL | 43 |

RESEARCH COURSES:

| | |
|--|---|
| GRA 600 Theory Development | 3 |
| SED 665 Education Project I | 3 |
| SED 666 Education Project II | 3 |
| TOTAL | 9 |

TOTAL Required for M.S. Ed. in Special Education
(Middle Childhood/Specialist) 52

EDUCATION DEGREE: M.S.

Special Education (*Adolescence*)

IN THE AREA OF CONCENTRATION: CREDITS

| | | |
|----------|--|-----------|
| EDU 630 | Secondary School General Strategies | 3 |
| EDU 631 | Secondary School Content Methods | 3 |
| SED 641 | Options/Alternatives in Special Education Classroom Management | 3 |
| SED 642 | Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities | 3 |
| SED 643 | Theoretical Perspectives in the Education of Individuals with Mild Disabilities | 3 |
| SED 644 | Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities | 3 |
| SED 645 | Practicum in Student Teaching | 6 |
| SED 645X | Pre-Student Teaching Seminar | 1 |
| SED 649 | Methods/Materials Practicum | 3 |
| SED 651 | Multiculturalism and Cultural Diversity | 3 |
| SED 652 | Curriculum Planning in Education | 3 |
| SED 653 | Critical Issues in Education | 3 |
| SED 656 | Philosophical and Social Foundations of Education | 3 |
| SED 658 | Research in Education | 3 |
| | TOTAL | 43 |

RESEARCH COURSES:

| | | |
|---------|----------------------|----------|
| GRA 600 | Theory Development | 3 |
| SED 665 | Education Project I | 3 |
| SED 666 | Education Project II | 3 |
| | TOTAL | 9 |

**TOTAL Required for M.S. Ed. in Special Education
(Adolescence)** 52

EDUCATION DEGREE: M.S.

**Teaching English to Speakers of Other Languages
(TESOL)**

FIRST SEMESTER

| | | |
|---------|-------------------------------------|-----------|
| ESL 660 | Introduction to Applied Linguistics | 3 |
| ESL 662 | Second Language Acquisition | 3 |
| ESL 663 | Methods I | 3 |
| ESL 664 | Sociolinguistics | 3 |
| | TOTAL | 12 |

SECOND SEMESTER

| | | |
|---------|--|-----------|
| EDU 652 | Curriculum Planning in Education | 3 |
| ESL 654 | Computer Assisted Language Learning (CALL) | |
| | OR | |
| ESL 658 | Research in TESOL | 3 |
| ESL 661 | History of the English Language | 3 |
| ESL 667 | Methods II | 3 |
| | TOTAL | 12 |

THIRD SEMESTER

| | | |
|----------|-------------------------------|----------|
| ESL 668 | Practicum in Student Teaching | 6 |
| ESL 668X | Student Teaching Seminar | 1 |
| | TOTAL | 7 |

RESEARCH COURSES:

| | | |
|---------|----------------------|----------|
| GRA 600 | Theory Development | 3 |
| ESL 665 | Education Project I | 3 |
| ESL 666 | Education Project II | 3 |
| | TOTAL | 9 |

TOTAL Required for M.S. Ed. in TESOL 40

Educational Leadership

Program

The doctoral program in educational leadership provides advanced graduate training for individuals who have previously completed degree and/or certification programs in education or in a related field such as management or business administration and who have demonstrated leadership qualities and are nominated by appropriate individuals or institutions. Designed to provide extensive in-depth preparation in organizational behavior, communications, law and policy, and finances, the curricular design offers a professional concentration in cultural perspectives, advanced curricular issues, assessment concerns in teaching and learning, and the use of computers and technology to enhance instruction and educational systems.

The program focuses on contemporary and projected issues in education and prepares its graduates to fill positions of leadership which involve the ability to conduct applied research in the identification of problems, the generation of solutions, and the use of assessment measures to determine whether the problem has indeed been solved and the institution or system has benefited.

The curriculum involves 45 hours of advanced graduate work beyond the professional master's degree. It is comprised of 13 courses including dissertation research, writing and defense.

Application Requirements

Prospective applicants should forward the following materials to the Graduate Admissions Office:

1. A completed doctoral application with a non-refundable application fee.
2. Official undergraduate and graduate transcripts.

In addition to the application procedure, candidates must present the following:

- Completion of a master's degree, or a minimum of 30 graduate credit hours with grades of B or better
- Evidence of active involvement in the education field (preferably over a period of at least two years), including demonstration of leadership and professionalism in education
- Personal interview
- Minimum graduate grade point average of 3.25 (based on a 4.0 system)
- Two letters of reference from graduate professors and employers/supervisors focusing on the applicant's potential for success in the doctoral program
- A brief biographical sketch (500-1000 words) and written statement of goals for pursuing doctoral study

Applications for admission are considered on a competitive basis.

Provisional Admission

Applicants who do not meet the above criteria but have a graduate grade point average of at least 3.0 and show promise will be reviewed on an individual basis by the Admissions Committee and may be admitted on provision. While on provisional status, the student must meet all academic requirements of the program and must receive grades of B or better in the first four courses of the program.

Transferring Credits

Students may transfer up to 45 graduate credits with grades of B or better at the discretion of the program director. Credits must be from an accredited institution in courses appropriate to the program.

Prerequisite

A course in applied statistics or demonstration of minimum competency in applied statistics per written exam. Students not achieving competency will be required to take GRA 602 (Statistics Seminar) at D'Youville prior to or concurrent with the research course requirement.

Academic Regulations

In addition to the general academic regulations for graduate programs, the following regulations apply for this doctoral program:

- Doctoral students are required to receive a grade of B or higher in all courses in the Educational Leadership curriculum. Students who receive less than a B will have to repeat that course. A course may be repeated one time only. The original grade will be replaced by the second grade whether higher or lower.

Additional Requirements:

In addition to the above course work students are also required to:

- Prepare a brief written position paper dealing with a substantive issue in education including an oral defense of the chosen position before a student/faculty symposium.
- Complete a three-part comprehensive examination at the completion of the Comprehensive Core and Professional Concentration.
- An oral defense of the dissertation proposal and a formal presentation of the results before a faculty/student symposium.

Course Requirements

EDUCATIONAL LEADERSHIP DEGREE: Ed.D.

THE COMPREHENSIVE CORE: CREDITS

| | | |
|---------|--|---------|
| EDL 701 | Organizational Behavior: Theory and Practice |3 |
| EDL 702 | Organizational Communications: Theory and Practice |3 |
| EDL 703 | Contemporary Educational Systems: Law and Policy |3 |
| EDL 704 | Contemporary Educational Systems: Finances and Control |3 |
| TOTAL | |12 |

IN THE PROFESSIONAL CONCENTRATION:

| | | |
|---------|--|---------|
| EDL 705 | Cultural Perspectives in American Education |3 |
| EDL 706 | Advanced Curricular Issues and Perspectives |3 |
| EDL 707 | Assessment Issues in Education and Instruction |3 |
| EDL 708 | Computers and Technology in Education |3 |
| TOTAL | |12 |

FIELD STUDY COMPONENT:

| | | |
|---------|--|--------|
| EDL 711 | Field Study in Intra-Institutional Problem-Solving |3 |
| EDL 712 | Field Study in Inter-Institutional Problem-Solving |3 |
| TOTAL | |6 |

PREPARATION FOR DISSERTATION:

| | | |
|---------|---|--------|
| EDL 721 | Advanced Research Methods in Education |3 |
| EDL 722 | Proposal Identification, Development and Completion |3 |
| TOTAL | |6 |

DISSERTATION:

| | | |
|---------|--|--------|
| EDL 801 | Completion of the Dissertation: Conduct, Analysis, and Final Preparation of the Dissertation |9 |
| TOTAL | |9 |

| | |
|------------------------------------|---------|
| Credits required for Ed.D. courses |45 |
| Transfer credits |45 |

| | |
|--------------------------|---------|
| TOTAL Required for Ed.D. |90 |
|--------------------------|---------|

HEALTH POLICY and HEALTH EDUCATION

Program

The doctoral program in health policy and health education provides health professionals with the edge they need through challenging course work and relevant work experience. Our curricular design offers concentrations in health policy (for those preparing for management and leadership positions in the health care system) and in health education (for those preparing for college teaching or institutional education in health fields).

All students are provided extensive preparation in research and analysis, organizational behavior, communications, law and policy, and finance. With an Ed.D. in health policy and health education from D'Youville, you'll be prepared to meet the increasing demand among colleges, health care and government institutions for doctoral-prepared personnel who can provide leadership in policy formation, problem-solving and teaching.

The curriculum involves 45 hours of advanced graduate work beyond the professional master's degree in a health-related field. It is comprised of 13 courses including dissertation research, writing and defense.

Application Requirements

Prospective applicants should forward the following materials to the graduate admissions office:

1. A completed doctoral application with a non-refundable application fee.
2. Official undergraduate and graduate transcripts.

In addition to the application procedure, candidates must present the following:

- Two letters of reference from graduate professors and employers/supervisors focusing on the applicant's potential for success in the doctoral program.
- Completion of a master's degree, or a minimum of 30 graduate credit hours, with grades of B or better.
- Evidence of active involvement in the health care field (preferably over a period of at least two years), including demonstration of leadership and professionalism in health policy or education.
- Personal interview.
- Minimum graduate grade point average of 3.25 (based on a 4.0 system).
- A brief biographical sketch (500-1,000 words) and written statement of goals for pursuing doctoral study.

Applications for admission are considered on a competitive basis.

Provisional Admission

Applicants who do not meet the above criteria but have a graduate grade point average of at least 3.0 and show promise will be reviewed on an individual basis by the Admissions Committee and may be admitted on provision. While on provisional status, the student must meet all academic requirements of the program and must receive grades of B or better in the first four courses of the program.

Transferring Credits

The doctoral degree is specifically tailored to those who have completed a 36-60 hour master's or post-master's course of study. Up to 45 hours of relevant course work consistent with the aims and goals of the doctoral program will be accepted for transfer credit. In the event applicants have less than 45 hours of prior graduate work, prerequisite courses will be necessary to complete the total required. A grade of B or above in an appropriate course will be considered for transfer credit.

Academic Regulations

In addition to the general academic regulations for graduate programs, the following applies for the Ed.D. program in health and human services:

- Doctoral students are required to receive a grade of B or higher in all courses in the Ed.D. in health policy and health education curriculum. Students who receive less than a B will have to repeat that course. A course may be repeated one time only. The original grade will be replaced by the second grade whether higher or lower. (Please refer to the grading policy section of this catalog.)

Prerequisites

- A course in applied statistics or demonstration of minimum competency in applied statistics per written exam. Students not achieving competency will be required to take GRA 602 (Statistics Seminar) at D'Youville prior to or concurrent with the research course requirement.
- Appropriate work in the areas of research methods.
- Introductory courses in health care systems and/or clinical practice.
- Course work at the master's level addressing issues of policy.

Course Requirements

HEALTH POLICY and HEALTH EDUCATION DEGREE: Ed.D.

THE COMPREHENSIVE CORE: CREDITS

| | | |
|---------|--|----|
| DED 701 | Health Systems Organization: Theory and Practice | 3 |
| DED 702 | Communications in Health Systems Organizations | 3 |
| DED 703 | Contemporary Health Care Systems: Law and Policy | 3 |
| DED 704 | Contemporary Health Care Systems: Finance and Controls | 3 |
| | TOTAL | 12 |

IN THE HEALTH POLICY CONCENTRATION:

| | | |
|---------|--|----|
| DHP 701 | Comparative Health Care Systems: Politics and Problems | 3 |
| DHP 702 | Evaluation of Health Care Systems: Needs and Issues | 3 |
| DHP 703 | Simulation Workshop in Decision Making | 3 |
| DHP 704 | Computer Applications in Health Policy | 3 |
| | TOTAL | 12 |

OR

IN THE HEALTH EDUCATION CONCENTRATION:

| | | |
|---------|---|----|
| DHE 701 | Professional Health Education: History and Philosophy | 3 |
| DHE 702 | Practicum in Adult Learning | 3 |
| DHE 703 | Assessment of Individual and Group Performance | 3 |
| DHE 704 | Computer Applications in Health Education | 3 |
| | TOTAL | 12 |

FIELD STUDY COMPONENT:

| | | |
|---------|---|---|
| DED 711 | Field Study in Organizational Relationships: Intra-Institutional Problem-Solving | 3 |
| DED 712 | Field Study in Organizational Relationships: Inter-Institutional Problem-Solving | 3 |
| | TOTAL | 6 |

PREPARATION FOR DISSERTATION:

| | | |
|---------|---|---|
| DED 721 | Advanced Research Methods in Health Care Systems | 3 |
| DED 722 | Proposal Identification, Development and Completion | 3 |
| | TOTAL | 6 |

DISSERTATION:

| | | |
|---------|--|---|
| DED 801 | Dissertation Research, Writing and Defense | 9 |
| | TOTAL | 9 |

TOTAL Required for Ed.D. 45

Additional Requirements

In addition to the above course work students are also required to:

- Prepare a brief written position paper dealing with a substantive issue in health care policy including an oral defense of the chosen position before a student/faculty symposium.
- Complete a three-part comprehensive examination at the completion of the comprehensive core and individual concentration.
- An oral defense of the dissertation proposal and a formal presentation of the results before a faculty/student symposium.

HEALTH SERVICES ADMINISTRATION

Program

The master of science in health services administration program focuses on a systems approach for managing health care services including financial management, policy on economics, legal aspects of health care, alternative patterns of health care delivery and epidemiology. This program serves professionals who seek to improve their skills and develop new strategies to meet the ever-changing health care environment. The minimum program requirement of 42 credit hours includes three credits of thesis advisement. Part-time students (6 credits per semester) can complete their course work in seven semesters. Full-time students take 9 to 12 credits per semester.

Admission Requirements

In addition to the general admissions requirements, applicants to the master of science degree in health services administration present the following:

1. Completion of a baccalaureate degree.
2. Two years full-time employment experience in a health-related facility if baccalaureate degree is not in a health-related or business-related area, or successful completion of HSA 614 prior to or concurrent with registration in HSA 615.

Academic Regulations

In addition to the general academic regulations, all matriculating students in the health services administration program fulfill the following requirement:

1. Completion of 42 credit hours required. Additional credits in advisement or electives may be recommended.

Practicum

Prior to registering for the practicum course, students must first complete 15 semester hours of coursework. Students should then meet with the health services administration department chair. This enables the student and faculty adequate time to make arrangements with preceptors in area healthcare organizations.

Course Requirements

HEALTH SERVICES ADMINISTRATION DEGREE: M.S.

PREREQUISITE KNOWLEDGE:

Applied statistical analysis

- GRA 602 - Computer based laboratory course, 1 credit

Health care or management experience

- two years of full-time experience
- HSA 614 - Introduction to Health Systems: Organization and Management, 1 credit

IN THE AREA OF CONCENTRATION: CREDITS

| | | |
|---------|--|----|
| HSA 615 | Health Systems Organization and Management | 3 |
| HSA 616 | Human Resource Management in Health Care Organizations | 3 |
| HSA 648 | Financial Management in Health Care Organizations | 3 |
| HSA 649 | Financial Analysis and Strategic Management of Health Care Organizations | 3 |
| HSA 653 | Legal and Ethical Issues in Health Care Organizations | 3 |
| HSA 669 | Improving Performance of Health Systems | 3 |
| PSC 652 | Politics and Economics of Health | 3 |
| SOC 600 | Epidemiology | 3 |
| | TOTAL | 24 |

ELECTIVES (CHOOSE ONE OF THE FOLLOWING):

| | | |
|---------|--|---|
| GER 605 | Aging in American Society | 3 |
| HSA 606 | Culture, Health, and Health Care | 3 |
| HSA 654 | Health Systems Labor Relations | 3 |
| HSA 657 | Advanced Decision Analysis | 3 |
| HSA 668 | Management in Extended Care Facilities | 3 |
| HSA 670 | Health Services Consulting | 3 |
| HSA 679 | Special Topics | 3 |
| | TOTAL | 3 |

RESEARCH COMPONENT:

| | | |
|---------|---------------------------------|----|
| GRA 600 | Theory Development | 3 |
| GRA 601 | Research Methodology and Design | 3 |
| GRA 610 | Thesis Seminar | 3 |
| GRA 629 | Thesis Advisement | 3 |
| | TOTAL | 12 |

PRACTICUM:

| | | |
|---------|-----------|---|
| HSA 672 | Practicum | 3 |
|---------|-----------|---|

TOTAL Required for M.S. 42

INTERNATIONAL BUSINESS

Program

The master of science degree program in international business combines specialized training in international business with a strong foundation in foreign language, research, communication, ethics and interpersonal skills. Coursework concentrates on all facets of international business operations, such as law, economics, management, marketing, finance, logistics and transportation, and negotiation techniques.

The program may be completed in four semesters if pursued on a full-time basis (9-12 credit hours per semester). Part-time students generally register for 6 credit hours per semester. Classes are offered weekday evenings to accommodate the working student. Select courses are also offered on the Internet. The master of science in international business is accredited by the International Assembly for Collegiate Business Education (IACBE).

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in international business must present the following:

1. Completion of a baccalaureate degree in business.*
2. An undergraduate course in computer science or its equivalent and a minimum of a 3-credit statistics course. Courses in computer science and statistics are available at the college for students who do not meet these admission criteria.
3. Two reference letters from undergraduate professors and/or employers (supervisors, colleagues).
4. The GMAT or the GRE may be required based upon an evaluation of the applicant's education and work experience.
5. An undergraduate G.P.A. of 3.0 (equivalent to a B) or better. Students with an overall G.P.A. lower than 3.0 may be considered for provisional acceptance into the program based upon personal and professional qualifications.
6. A minimum Test of English as a Foreign Language (TOEFL) score of 500 is required for international students from non-English speaking countries.

* Students with baccalaureate degrees in fields other than business may be required to take MGT 411 (Business Policy) and MGT 315 (Financial Management) as prerequisites prior to entering the M.S. in international business program, should the student lack basic knowledge in principles of business, such as in accounting, finance, marketing, economics, business law, management or business statistics. The department of business may allow students to waive these prerequisites based upon an evaluation of any relevant previous course work or work experience. The decision to waive any of the following courses rests with the chair of the department of business.

Prerequisites

The academic qualifications of each individual student will be reviewed by the business department to determine if the student needs to take the prerequisites (MGT 315 and MGT 412).

Academic Regulations

In addition to the general academic regulations, all matriculated students in the master's program in international business must fulfill these requirements:

1. Completion of a minimum of 39 credits as required in the program.
2. Completion of fieldwork and language requirements.
3. Completion of a master's project.

Fieldwork Requirement

A minimum of 3-9 credit hours (30 clock hours/credit) of fieldwork experience in an international business environment in the U.S. or abroad are required. Credit hours required will be determined by the department of business, based upon the length and type of any previous internship or professional experience.

Language Requirement

Four semesters of college-level courses or fluency in a modern foreign language (other than English) prior to the completion of this program are required.

Course Requirements

INTERNATIONAL BUSINESS DEGREE: M.S.

| IN THE AREA OF CONCENTRATION: | | CREDITS |
|-------------------------------|--|---------|
| IB 503 | International Economics, Finance, and Accounting | 3 |
| IB 505 | International Negotiation and Communication | 3 |
| IB 506 | International Management | 3 |
| IB 602 | Multinational Corporate Finance | 3 |
| IB 604 | International Marketing and Research | 3 |
| IB 605 | Legal Environment in International Business | 3 |
| IB 607 | Global Supply-chain and Logistics Management | 3 |
| IB 610 | Multinational Financial Reporting | 3 |
| IB 608 | Multinational Strategic Management | 3 |
| TOTAL | | 27 |

RESEARCH COMPONENT:

| | | |
|---------|--------------------|---|
| GRA 600 | Theory Development | 3 |
| GRA 621 | Project Seminar I | 3 |
| GRA 622 | Project Seminar II | 3 |
| TOTAL | | 9 |

FIELDWORK:

| | | |
|--------|----------------------------------|-----|
| IB 620 | International Business Fieldwork | 3-9 |
| TOTAL | | 3-9 |

TOTAL Required for M.S. 39-45

NURSING

Programs

Programs offered in the department of nursing include a master of science in nursing with a choice of clinical focus, clinical nurse specialist in community health nursing and family nurse practitioner. The master of science in nursing offers a choice of clinical focus in such areas as informatics, care of the homeless nursing, mental health nursing, pediatrics nursing, gerontological nursing or adult health nursing, among others. The clinical nurse specialist in community health nursing offers an emphasis on either education, holistic nursing, hospice and palliative care, management or addictions nursing. The family nurse practitioner specializes in providing primary care to underserved populations, focusing on managed care for the entire family with appropriate referrals for needed services. Clinically, the nurse practitioner will assess, diagnose and prescribe treatments for individuals and families in need of care, within the legal and ethical parameters of the nurse practitioner role.

Master of Science in Community Health Nursing

This program prepares nurses for advanced practice as clinical nurse specialists in community health nursing. Clinical nurse specialists are prepared as practitioners of nursing science. Students study advanced practice principles of nursing science, community health, and nursing theories and research. By virtue of their advanced education and expanded practice knowledge, clinical nurse specialists in community health nursing provide highly expert nursing care to communities with complex health needs. In addition to the expert knowledge in community health nursing, each student is given the opportunity to choose and gain additional knowledge and expertise in one of five different functional tracks.

- Addictions nursing
- Holistic nursing
- Hospice and palliative care
- Nursing management (internship required)*
- Nursing education (teaching practicum required)*

Students completing either the nursing management or the nursing education track must apply for either the management internship or teaching practicum by the fourth week in the semester prior to registering for either of these tracks.

The minimum academic requirement for the master's in community health nursing is 36 credit hours (education, addictions, holistic nursing or hospice and palliative care tracks) or 39 credit hours (management track), plus additional credit hours (if necessary) for the completion of either the thesis or project requirement.

Length of time to complete the program depends on whether the student chooses full-time study (9-12 credit hours per semester) or part-time study. Course work can be completed in three semesters of full-time study (12 credits per semester) for the education, addictions, holistic nursing or hospice and palliative care tracks. The management track can be completed in three semesters of full-time study plus one semester of part-time study (6 credits per semester).

Master of Science in Nursing

(Choice of Clinical Focus)

This program prepares nurses for a wide variety of advanced practice roles including primary caregiver, consultant, entrepreneur, researcher, manager and educator within the health care system. The program provides students with

the opportunity to creatively respond to the ever-changing health needs of society. This program does not specifically prepare students for certification as a clinical nurse specialist. Graduates may be eligible to sit for a certification exam in their area of clinical focus. Applicants are encouraged to consult with the American Nurses Credentialing Center (ANCC) for information on the requirements for certification (if available) in their area of interest.

The minimum academic requirement for the master's in nursing (choice of clinical focus) is 30 credit hours (project option) or 33 credit hours (thesis option), plus additional credit hours (if necessary) for the completion of either the thesis or the project requirement. Length of time to complete the program depends on whether the student chooses full-time study (9-12 credit hours per semester) or part-time study.

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for both the master of science degree in community health nursing and the master of science degree in nursing (choice of clinical focus) must present the following:

1. A baccalaureate degree in nursing from an approved or accredited school of nursing.
2. A current license to practice professional nursing in New York state or Ontario. Students who are awaiting licensing examination results may be admitted to the master's program, but are not eligible to enroll in clinical courses until they are licensed.
3. An undergraduate course in computer science or its equivalent.
4. For those taking graduate credits in the nursing program at D'Youville College as conditional students, the first six credits must have B+ or better grades to be considered for provisional admission. Students admitted on provisional status must complete the next two additional courses with B or better grades to remove conditional status. Failure to do so means dismissal from the program.
5. Conditional students receiving A grades for the first 6 credits may register for 9 credits on provisional admission. Students doing so must complete all courses on provisional admission with a grade of B or better. Failure to do so means dismissal from the program.

Academic Regulations

In addition to the general academic regulations – and depending on the type of program, functional track and whether the student chooses the thesis or project option – the student is required to successfully meet the following requirements:

1. Completion of 36-45 credit hours (community health nursing) or 30-36 credit hours (nursing – choice of clinical focus) as required, plus any additional credits in advisement as necessary to complete either the project or thesis requirement.
2. Membership on a committee, board or task force concerned with community health issues is required for each of the three clinical courses offered in the community health nursing program.
3. Submission of a scholarly paper suitable for publication.
4. Students in the master's of science in nursing: choice of clinical focus or community health programs are required to receive at least a B in their clinical courses (NUR 630, NUR 630L, NUR 603, NUR 604 or NUR 605). Students who receive a grade less than a B (B-, C+, C or less) will be required to repeat the course and will not be permitted to progress to the next clinical course until a passing grade is received.

Course Requirements

COMMUNITY HEALTH NURSING DEGREE: M.S.

| SUPPORTIVE COMPONENT: | | CREDITS |
|-----------------------|-----------------------|---------|
| SOC 600 | Epidemiology | 3 |
| PHI 600 | Philosophical Methods | 3 |
| TOTAL | | 6 |

| NURSING COMPONENT: | | CREDITS |
|--------------------|--|---------|
| NUR 603 | Community Health Nursing – Optimum Health | 3 |
| NUR 604 | Community Health Nursing – Episodic Health Restoration | 3 |
| NUR 605 | Community Health Nursing – Continuous Health Restoration | 3 |
| NUR 609 | Professional Role Development | 3 |
| TOTAL | | 12 |

FUNCTIONAL TRACKS (CHOOSE ONE OF THE FIVE TRACKS):

| EDUCATION TRACK | | CREDITS |
|-----------------|------------------------|---------|
| GRA 606 | Curriculum Development | 3 |
| GRA 607 | Teaching Strategies | 3 |
| GRA 608 | Teaching Practicum | 3 |
| SUBTOTAL | | 9 |

| ADDICTIONS TRACK | | CREDITS |
|------------------|------------------------|---------|
| NUR 623 | Addictions Nursing I | 3 |
| NUR 624 | Addictions Nursing II | 3 |
| NUR 625 | Addictions Nursing III | 3 |
| SUBTOTAL | | 9 |

| HOLISTIC NURSING TRACK | | CREDITS |
|------------------------|-------------------------------|---------|
| NUR 650 | Holistic Nursing Practice I | 3 |
| NUR 651 | Holistic Nursing Practice II | 3 |
| NUR 652 | Holistic Nursing Practice III | 3 |
| SUBTOTAL | | 9 |

| HOSPICE AND PALLIATIVE CARE TRACK | | CREDITS |
|-----------------------------------|---------------------------------|---------|
| GRA 640 | Hospice and Palliative Care I | 3 |
| GRA 641 | Hospice and Palliative Care II | 3 |
| GRA 642 | Hospice and Palliative Care III | 3 |
| SUBTOTAL | | 9 |

| MANAGEMENT TRACK | | CREDITS |
|------------------|--|---------|
| HSA 615 | Health Systems Organization and Management | 3 |
| HSA 616 | Human Resource Management in Health Care Organizations | 3 |
| GRA 617 | Financial Management of Health Care Systems | 1 |
| GRA 618 | Effective Planning in Health Care Services | 1 |
| GRA 619 | Funding of Health Care Facilities | 1 |
| GRA 620 | Management Internship in Health Care | 3 |
| SUBTOTAL | | 12 |

| RESEARCH COMPONENT: | | CREDITS |
|---------------------|---------------------------------|---------|
| GRA 600 | Theory Development | 3 |
| GRA 601 | Research Methodology and Design | 3 |
| TOTAL | | 6 |

| PROJECT OPTION REQUIREMENTS: | | CREDITS |
|------------------------------|--------------------|---------|
| NUR 610 | Project Seminar | 2 |
| NUR 629 | Project Advisement | 1-3 |
| SUBTOTAL | | 3-5 |

| THESIS OPTION REQUIREMENTS:* | | CREDITS |
|------------------------------|-------------------|---------|
| GRA 610 | Thesis Seminar | 3 |
| GRA 629 | Thesis Advisement | 3-6 |
| SUBTOTAL | | 6-9 |

| TOTAL CREDITS REQUIRED FOR M.S.: | | CREDITS |
|----------------------------------|--|---------|
| PROJECT OPTION | | 36-41 |
| THESIS OPTION | | 39-45 |

*Additional credit hours may be necessary in order to complete the thesis or project requirements.

Course Requirements

**NURSING (Choice of Clinical Focus)
DEGREE: M.S.**

| SUPPORTIVE COMPONENT: | | CREDITS |
|-----------------------|--|---------|
| SOC 600 | Epidemiology | 3 |
| PHI 600 | Philosophical Methods | 3 |
| HSA 615 | Health Systems Organization and Management | 3 |
| TOTAL | | 9 |

| NURSING COMPONENT: | | CREDITS |
|--------------------|-------------------------------------|---------|
| NUR 609 | Professional Role Development | 3 |
| NUR 630I | Professional Nursing VII | 3 |
| NUR 630LI | Professional Nursing VII (clinical) | 2 |
| NUR 630II | Professional Nursing VII | 2 |
| NUR 630LII | Professional Nursing VII (clinical) | 2 |
| TOTAL | | 12 |

| RESEARCH COMPONENT: | | CREDITS |
|---------------------|---------------------------------|---------|
| GRA 600 | Theory Development | 3 |
| GRA 601 | Research Methodology and Design | 3 |
| TOTAL | | 6 |

CHOOSE EITHER PROJECT OR THESIS OPTION:

| PROJECT OPTION REQUIREMENTS:* | | CREDITS |
|-------------------------------|--------------------|---------|
| NUR 610 | Project Seminar | 2 |
| NUR 629 | Project Advisement | 1-3 |
| SUBTOTAL | | 3-5 |

| THESIS OPTION REQUIREMENTS:* | | CREDITS |
|------------------------------|-------------------|---------|
| GRA 610 | Thesis Seminar | 3 |
| GRA 629 | Thesis Advisement | 3-6 |
| SUBTOTAL | | 6-9 |

| TOTAL CREDITS REQUIRED FOR M.S.: | | CREDITS |
|----------------------------------|--|---------|
| PROJECT OPTION | | 30-32 |
| THESIS OPTION | | 33-36 |

*Additional credit hours may be necessary in order to complete the thesis or project requirements.

NURSE PRACTITIONER

Master of Science

(Family Nurse Practitioner in Primary Care)

The family nurse practitioner specializes in providing primary care to underserved populations, focusing on managed care for the entire family with appropriate referrals for needed services. Clinically, the nurse practitioner will assess, diagnose and prescribe treatments for individuals and families in need of care, within the legal and ethical parameters of the nurse practitioner role.

Full-time graduate students in this program may register for 12 credit hours per semester. Part-time students generally register for 6-10 credits per semester. Summer sessions are not counted as semesters.

Coursework can be completed in four semesters of full-time study. Courses must be taken in the sequence indicated by the prerequisites. There are a total of 700 clinical hours of which a minimum of 100 clinical hours must be completed with a nurse practitioner preceptor.

The master of science degree and the post-master's certificate in family nurse practitioner may be completed on a full - or part-time basis. Classes are offered Thursday afternoons, evenings and during the day on Friday. Clinical preceptorships are scheduled as available during daytime and/or evening hours.

Please refer to the general "Academic Regulations" section of this catalog for health, C.P.R. and malpractice insurance requirements.

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in family nurse practitioner in primary care must present the following:

1. A baccalaureate degree in nursing from an accredited college or university program.
2. Licensure as a registered nurse in New York or in another state in the U.S.
3. One year of practice as a registered nurse.
4. An undergraduate course in computer science or its equivalent.
5. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.
6. Two references on clinical performance (supervisor or colleague).

Academic Regulations

In addition to the general academic regulations, all matriculated students in the nurse practitioner program must fulfill these requirements:

1. Completion of 39 credit hours (master of science) or 30 credit hours (post-master's certificate) as required.
2. Students on academic probation may not take clinical courses and are limited to 6 credits per semester while on probation.
3. Students cannot register for clinical courses in the N.P. program until formally accepted into the program.

Nurse practitioner students are required to receive at least a B in courses that prepare them for clinical practice and each clinical practicum. Students who receive less than a B, including a B-, C+, C or lower, will have to repeat that course, will be placed on probation and cannot take any of the clinical practicum courses until they raise their grade in the applicable course to at least a B. They are also limited to 6 credits while on probation.

Clinical practicum courses include:

- NUR 638 - Family NP Clinical Practicum in Pediatrics
- NUR 639 - Family NP Clinical Practicum in Women's Health Care
- NUR 640 - Family NP Clinical Practicum in Adult Health

Preparation courses include:

- NUR 631 & 631L - Advanced Health Assessment and Lab
- NUR 634 - Health Promotion and Primary Care of Children and Families
- NUR 635 - Health Promotion and Primary Care of Women and Families
- NUR 637 - Health Promotion and Primary Care of Adults

Students who receive grades below B in courses other than those listed above are subject to the overall policies of the graduate school. Students on probation can take other preparation or supportive courses while on probation.

Course Requirements

NURSE PRACTITIONER

(Family Nurse Practitioner in Primary Care)

DEGREE: M.S.

CLINICAL COMPONENT:

CREDITS

| | | |
|----------|--|----|
| NUR 631 | Advanced Health Assessment | 3 |
| NUR 631L | Advanced Health Assessment Lab | 1 |
| NUR 634 | Health Promotion & Primary Care of Children & Families | 3 |
| NUR 635 | Health Promotion & Primary Care of Women & Families | 3 |
| NUR 637 | Health Promotion & Primary Care of Adults | 3 |
| NUR 638 | Family NP Clinical Practicum in Pediatrics | 3 |
| NUR 639 | Family NP Clinical Practicum in Women's Health Care | 3 |
| NUR 640 | Family NP Clinical Practicum in Adult Health | 5 |
| TOTAL | | 24 |

RESEARCH COMPONENT:

| | | |
|---------|-----------------------------|-----|
| GRA 601 | Research Methods and Design | 3 |
| NUR 610 | Project Seminar | 2 |
| NUR 629 | Project Advisement | 1-3 |
| | OR | |
| GRA 610 | Thesis Seminar | 3 |
| GRA 629 | Thesis Advisement | 3 |
| TOTAL | | 6-9 |

SUPPORTIVE COMPONENT:

| | | |
|---------|---|---|
| GRA 600 | Theory Development | 3 |
| NUR 632 | Advanced Pharmacology | 3 |
| NUR 633 | Advanced Physiology and Pathophysiology | 3 |
| TOTAL | | 9 |

TOTAL Required for M.S.: 39-42

OCCUPATIONAL THERAPY

Program

The master of science degree in occupational therapy is an entry-level degree specifically created for people who have a B.A. or B.S. degree in another area of study and who meet the admission criteria. The degree program, which can be completed in two years, includes courses in occupational therapy theory and practice, six months of supervised fieldwork, and research.

The program is designed to meet or exceed the revised Standards for an Accredited Educational Program for the Occupational Therapist and to prepare graduates to succeed in diverse and emerging areas of practice. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Md. 20814-3425. The AOTA telephone number is (301) 652-AOTA.

Once all requirements are completed, graduates are eligible to sit for the National Certification Exam for Occupational Therapists, administered by the National Board for the Certification of Occupational Therapists (NBCOT). A felony conviction may affect a student's ability to sit for the NBCOT exam. After successful completion of this exam, the individual is an occupational therapist, and may use the initials OTR for Registered Occupational Therapist. Most states, including New York, require licensure in order to practice. State licenses are usually based on the results of the NBCOT certification exam, but must be applied for separately in each state.

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants to the master's in occupational therapy must present the following:

1. Two letters of reference: one personal (non-family member) and one academic/professional letter of reference.
2. Evidence of completion of a baccalaureate degree.
3. Evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages are based on a 4.0 system):
 - a. A cumulative undergraduate G.P.A. of at least 3.0
 - b. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the upper half of undergraduate work
 - c. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.
4. Completion of the following prerequisite courses with a grade of C or better. Courses must be at least 3 credits and pass/fail grades are not accepted:
 - a. General or Developmental Psychology (must cover life span development)
 - b. Abnormal Psychology
 - c. Sociology or Social Anthropology
 - d. Applied Statistics
 - e. Human Anatomy and Physiology I and II with labs or 6-8 credits of a combination of other biology courses that focus on anatomy and physiology such as Comparative Primate Anatomy, Comparative Mammalian Anatomy and Physiology, Human Anatomy and Human Physiology, Anatomy and Physiology I and II, or their equivalents, at least one of which is a lab course, as determined by the registrar and the department.

Upon admission, students will take a writing skill assessment. If the results indicate the need for remediation, students must follow through with recommendations. The faculty expects students to have basic computer skills for word processing, E-mail and on-line database and library searches. Students who lack any of these abilities should enroll in tutorials offered by the college or other institutions.

Academic Regulations

Academic regulations for occupational therapy are in addition to general college policies for all part-time and full-time students. Further clarification may be found in the M.S. in O.T. Program Student Manual. Students in the M.S. program should refer to this manual for more definitive regulations.

GRADE AND Q.P.A. REQUIREMENTS

To be in good standing one must:

1. Maintain a minimum semester and cumulative average of at least 3.0.
2. Maintain a minimum grade of B in all graduate work.
3. Have no more than a total of two courses of grades lower than B (B-, C+, C) applicable to the graduate degree. This applies to all 500- and 600-level courses. A grade of C- or lower is not applicable to the degree in occupational therapy. Students who receive a second consecutive grade of U in GRA 629 or OT 622 will be dismissed from the program.

Probationary standing:

1. Students who are not in good standing in the department are placed on probation where they will remain until the conditions of probation are met for two full-time semesters.
2. A dismissed student who appeals dismissal and is reinstated will be on probation for the remainder of the program.
3. A previously dismissed student who re-applies and is reaccepted will be on probation for two full-time semesters.

DISMISSAL

While on probation, failure to meet the following conditions will result in dismissal from the program:

1. A student on probation must earn no less than a B in all courses at the 500 and 600 level, achieve a semester average of at least 3.0 and a cumulative average of at least 3.0 within the next two full-time semesters.
2. Probationary students on a decelerated or part-time schedule must continue to meet all conditions of probation while on a part-time schedule and will remain on probation until the completion of their next two full-time semesters. This includes full-time summer semesters as well.

Failure to meet the conditions of probation will result in dismissal from the program.

Students who receive less than a C in a level II fieldwork course or who voluntarily withdraw from the course must receive approval from the faculty in the major before repeating the course. Students will not be allowed to repeat more than one level II fieldwork course.

Course Requirements

OCCUPATIONAL THERAPY DEGREE: M.S.O.T.

| FOR THE MAJOR DEGREE: | CREDITS |
|---|---------|
| OT 501 Occupational Therapy Process and Theoretical Foundations I | 2 |
| OT 506 Occupational Development I | 4 |
| OT 509 Medical and Social Conditions I | 2 |
| OT 510 Medical and Social Conditions II | 2 |
| OT 512 Occupational Development II | 4 |
| OT 514 Interpersonal Skills | 2 |
| OT 515 O.T. Delivery Systems | 2 |
| OT 517 Group Process | 2 |
| OT 519 Functional Anatomy | 5 |
| OT 520 Neuroscience for Rehabilitation | 5 |
| OT 521 Fieldwork Seminar I | 0 |
| OT 524 Research Seminar | 2 |
| OT 525 O.T. Process and Theoretical Foundations II | 2 |
| OT 527 O.T. Methods of Evaluation and Documentation I | 2 |
| OT 529 Child and Adolescent Intervention | 4 |
| OT 632 Fieldwork Seminar II | 0 |
| OT 633 O.T. Methods of Evaluation and Documentation II | 2 |
| OT 634 Adult and Geriatric Intervention | 4 |
| OT 635 O.T. Process and Theoretical Foundations III | 2 |
| OT 640 Clinical Fieldwork I | 4 |
| OT 641 Clinical Fieldwork II | 4 |
| OT 643 Management of Occupational Therapy Services | 3 |
| OT 689 Professional Issues | 2 |
| OT 690 Community Practice | 1-3 |
| TOTAL | 62-64 |

RESEARCH COMPONENTS:

PROJECT OPTION REQUIREMENTS

| | |
|---|-------|
| GRA 600 Theory Development | 3 |
| GRA 601 Research Methodology and Design | 3 |
| OT 621 Project Seminar I | 2 |
| OT 622 Project Seminar II | 2 |
| GRA 630 Advanced Statistics (elective) | (3) |
| SUBTOTAL | 10-13 |

THESIS OPTION REQUIREMENTS

| | |
|---|-------|
| GRA 600 Theory Development | 3 |
| GRA 601 Research Methodology and Design | 3 |
| GRA 610 Thesis Seminar | 3 |
| GRA 629 Thesis Advisement | 1 |
| GRA 629 Thesis Advisement | 3 |
| GRA 630 Advanced Statistics (elective) | (3) |
| SUBTOTAL | 13-16 |

TOTAL Required for M.S.: 72-80

PHYSICAL THERAPY

Programs

Master's program candidates now have a choice of two degrees: master's in physical therapy (M.P.T.) or master of science in physical therapy (M.S.P.T.). D'Youville's unique 22-month post-baccalaureate programs are organized as 12-month curricula, allowing students to enter practice in a minimum of time. Course delivery is student-centered for the adult learner and D'Youville's innovative inclusion-teaching model puts you in the clinical setting starting in the second week of a student's course of study. D'Youville's physical therapy programs offer quality fieldwork and clinical experiences at a choice of more than 400 clinical sites in North America and abroad. Internet discussion runs concurrently with clinical fieldwork experiences so that students always have a connection to the faculty, regardless of where they choose to do their fieldwork. The programs are accredited by the Commission on Accreditation for Physical Therapy Education.

Transitional Doctor of Physical Therapy Program

Licensed D'Youville College alumni seeking to upgrade their degree status from M.P.T. to D.P.T. are eligible for admission into the transitional Doctor of Physical Therapy program.

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants to the master in physical therapy (M.P.T.) and the master of science in physical therapy (M.S.P.T.) must present the following:

1. The ability to meet the following technical standards:
 - a. Community-level mobility over a three city-block area with or without accommodation of ambulation or mobility aid.
 - b. From a seated position, the ability to lift an object (equivalent to a 10-lb. sack of potatoes) a vertical height of 16 inches and replace it with precision to its initial resting position without accommodation.
 - c. The ability to turn over five small disks equivalent to the size of five quarters with hand precision and efficiency without vision of the disks and without accommodation.
 - d. The ability to orally communicate a grammatically correct and cogent interpretation of a common proverb within a time-period of three minutes. Interpretation should describe the general meaning of the proverb rather than literal meaning.
2. Evidence of completion of 60 or more hours of work with a vulnerable population (e.g., children, individuals who are socioeconomically disadvantaged, clinical populations or individuals with disabilities).
3. Completion of prerequisite coursework in the following content areas: English, math and basic science, social and behavioral sciences, pathophysiology, kinesiology, gross anatomy and clinical neuroscience.
4. Two letters of recommendation, addressing leadership potential and ability to work with others.
5. A willingness to conform to published college and program policies including the professional behaviors listed in the generic abilities index.

Applicants to the transitional D.P.T. program must present the following:

- Candidates must hold an entry-level M.P.T. or B.S./M.S. in physical therapy or its equivalent as determined by independent review.
- Minimum cumulative graduate GPA of 3.0.
- Current eligibility to practice physical therapy in the U.S.A. or Canada.
- Attest by signed agreement a willingness to conform to published college and program policies including the professional behaviors listed in the Generic Abilities Index.

Academic Regulations

In addition to the general academic regulations, all matriculating students in the graduate physical therapy programs must complete 67-72 credit hours as required, which also includes the completion of a thesis or project. Additional credits in thesis advisement may be recommended for those students who choose the M.S.P.T.

Additional academic regulations of the physical therapy department, which are applicable to both full-time and part-time students, include the following:

- a. A minimum grade of C is required for any course specified as an undergraduate prerequisite in the program curriculum plan.
- b. A minimum grade of C is required for all courses in the program. Students who fail to obtain a C in a required course will not be permitted to enroll in PT major courses that require that course as a prerequisite until the course is repeated with a minimum grade of C. A course must be repeated with permission of the program faculty the next time it is offered. A course may only be repeated once. Only two (2) grades of C, C+ or B- for graduate-level courses, however, are applicable to the physical therapy master's degree.
- c. A minimum semester Q.P.A. of 3.0 must be maintained throughout the program.
- d. Students are required to obtain permission of department faculty and successfully complete all course-related competency exams prior to registration in clinical affiliations. Permission may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.
- e. All clinical fieldwork must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for a clinical fieldwork must receive formal approval of program faculty to repeat the fieldwork experience. All clinical affiliations must be completed within 12 months of completion of professional academic coursework or repetition of academic courses may be required. A student will not be permitted to repeat more than one clinical fieldwork.
- f. A student must possess current certification in adult and pediatric Cardiopulmonary Resuscitation (CPR), and the level of professional liability insurance specified by the program, throughout professional studies offered in the program curriculum plan. Students must also have evidence of vaccinations for MMR and Hepatitis B, or present documentation of inservicing and a waiver form.
- g. Students must successfully pass a comprehensive written examination within the deadline established by the department.
- h. Students must successfully defend their thesis or project proposal within the deadline established by the program.
- i. A sequence of graduate course work leading to either a thesis or project is required for completion of the combined BS/MS degree in physical therapy. Successful defense of the thesis or project, and submission of appropriate paperwork and fees is required for graduation from the program.

Thesis sequence includes GRA 600, GRA 601, GRA 610 and GRA 629. Project sequence includes GRA 600, GRA 601, PT621, PT622 and a graduate elective course.

DEPARTMENT ACADEMIC PROBATION

A student will be placed on program academic probation when there is a failure to satisfy specific program academic standards or regulations. A student placed on academic probation will remain on probation for two full-time semesters which immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification. Failure to meet the academic standards during a probationary period will result in dismissal from the program.

Academic deficiencies which result in program academic probation must be corrected within two semesters which immediately follow the date of probation. The student will remain on probation for two semesters in which full-time course work, or its equivalent, is satisfactorily completed.

STUDENT CONDUCT

Students enrolled in the D'Youville College physical therapy department are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Throughout progress through the curriculum, students are assessed on their student conduct related to a set of generic abilities adopted by the profession. Areas of generic professional behaviors include interpersonal communication, problem-solving skills and responsibility. Personal integrity is considered an essential of practice, as such, this program has a policy of zero tolerance for academic dishonesty.

Any student with documented areas of conduct deficiency will be reviewed by the Program Student Progress Committee. Actions related to improper student conduct may include a committee request for a student-initiated contract of conduct remediation, program probation or dismissal from the program. Failure to meet student conduct standards during a probationary period or a serious branch of student conduct standards will result in dismissal from the program.

APPEALS

Students may appeal a decision of dismissal from the physical therapy program based on academic performance to the Program Student Progress Committee. The appeal is initiated with a letter from the student to the chairperson describing extenuating circumstances that limited academic performance. If the appeal is accepted, the student must satisfy all conditions stated in the decision. If the appeal is denied the student may appeal that decision within 10 days to the vice president of academic affairs.

Course Requirements

PHYSICAL THERAPY DEGREE: M.P.T. or M.S.P.T.

| IN THE AREA OF CONCENTRATION: | | CREDITS |
|-------------------------------|--|-----------|
| PT 500 | Basic Skills I | 4 |
| PT 505 | Introduction to PT and Health Care Systems | 1 |
| PT 507 | Health and Wellness | 1 |
| PT 509 | Life Span Development | 3 |
| PT 510 | Basic Skills II | 4 |
| PT 513 | Patient/Client Management Orthopedic Physical Therapy I | 5 |
| PT 515 | Integration Seminar I | 2 |
| PT 552 | Cardiopulmonary Physical Therapy | 3 |
| PT 574 | Clinical Field Work I | 3 |
| PT 603 | Critical Thinking and Clinical Reasoning | 2 |
| PT 605 | Neurodevelopmental and Neuromuscular Physical Therapy | 6 |
| PT 612 | Community Health and Wellness Through the Lifespan | 2 |
| PT 613 | Patient/Client Management Orthopedic Physical Therapy II | 5 |
| PT 615 | Integration Seminar II | 1 |
| PT 617 | Rehabilitation Physical Therapy I | 2 |
| PT 618 | Rehabilitation Physical Therapy II | 2 |
| PT 623 | Integration Seminar III | 1 |
| PT 674 | Clinical Fieldwork II | 3 |
| PT 675 | Clinical Fieldwork III | 4 |
| PT 712 | Portfolio Seminar | 1 |
| HSA 613 | Management in Health Care Organizations | 3 |
| | Elective, Practicum or Directed Study | 1 |
| | SUBTOTAL | 59 |

**RESEARCH COMPONENT
CHOOSE EITHER PROJECT OR THESIS OPTION:**

| PROJECT OPTION REQUIREMENTS | | |
|-----------------------------|---------------------------------|----------|
| GRA 601 | Research Methodology and Design | 3 |
| PT 621 | Project I | 2 |
| PT 622 | Project II | 2 |
| | SUBTOTAL | 7 |

| THESIS OPTION REQUIREMENTS | | |
|----------------------------|---------------------------------|-----------|
| GRA 600 | Theory Development | 3 |
| GRA 601 | Research Methodology and Design | 3 |
| GRA 610 | Thesis Seminar | 3 |
| GRA 629 | Thesis Advisement | 3 |
| | SUBTOTAL | 12 |

TOTAL Required for M.P.T. or M.S.P.T.: .67-72

| ADDITIONAL COURSE REQUIREMENTS FOR D.P.T.: | | |
|--|---|-----|
| PT 547 | Pharmacology for Rehabilitation Specialists | 1 |
| PT 626 | Integration Seminar IV | 2 |
| PT 648 | Differential Diagnosis | 3 |
| PT 703 | Clinical Education, Advocacy and Consultation | 3 |
| PT 720 | Clinical Fieldwork IV | 0-7 |
| PT 726 | Applied Critical Analysis | 1 |

Transitional Doctor of Physical Therapy Program

Licensed D'Youville College alumni seeking to upgrade their degree status from MPT to DPT are eligible for admission into the transitional Doctor of Physical Therapy program.

- Applicants to the transitional DPT program must present the following:
- Candidates must hold an entry-level MPT or BS/MS in physical therapy or its equivalent as determined by independent review.
 - Minimum cumulative graduate GPA of 3.0.
 - Current eligibility to practice physical therapy in the U.S.A. or Canada.
 - Attest by signed agreement, a willingness to conform to published college and program policies including the professional behaviors listed in the Generic Abilities Index.

Course Requirements

PHYSICAL THERAPY DEGREE: t.D.P.T.

| REQUIRED COURSES: | CREDITS | |
|-------------------|---|-----|
| PT 547 | Pharmacology for Rehabilitation Specialist | 1 |
| PT 603 | Critical Analysis | 2 |
| PT 689 | Differential Diagnosis | 3 |
| PT 703 | Clinical Education, Advocacy and Consultation | 3 |
| PT 710 | Integration Seminar IV | 2 |
| PT 712 | Portfolio Seminar | 1 |
| PT 713 | Portfolio Advisement | 1 |
| PT 720 | Clinical Fieldwork | 0-7 |
| PT 726 | Applied Critical Analysis | 1 |
| | Elective | 2-3 |

TOTAL Required for t.D.P.T. 16-24

Professional Degree Program

Courses of Instruction

DOCTOR OF CHIROPRACTIC

Program

The doctor of chiropractic program leads to an entry-level professional degree. The curriculum concentrates on specialized chiropractic skills and the application of research methodologies to evidenced-based care. It encompasses classwork, labs and clinics over a period of eight semesters and three summers. Internship experience includes: 600 hours of clinical practice skills at the college's clinics, externship experience and 600 additional hours of placement in community-based institutions and private practices.

The program is approved by the New York Board of Regents and the New York State Department of Education. The curriculum is designed to meet or exceed the most current standards of the national Council on Chiropractic Education (CCE). D'Youville is complying with all of the directives of the council regarding program accreditation, with the intent of completing the three-year accrediting process and becoming fully accredited prior to the graduation of the first class.

Once all academic requirements are met, graduates are eligible to sit for licensure exams. Many foreign countries and all states require licensure in order to practice. State licenses are usually based on the results of the National Board of Chiropractic Examiners (NBCE) exam, but must be applied for separately in each individual state.

Admission Requirements

Applicants must furnish proof of having earned a minimum of 90 semester credit hours, to include at least 30 semester hours in upper division credits, applicable to the award of a bachelor's degree at an institution or institutions accredited by a nationally recognized agency. Included in these credits must be a minimum of 48 semester hours credit in the following courses:

| | |
|--------------------------------|-------------------|
| English Language Skills | 6 semester hours |
| Psychology | 3 semester hours |
| Social Sciences or Humanities | 15 semester hours |
| Biological Sciences* | 6 semester hours |
| Chemistry** | 12 semester hours |
| Physics and related studies*** | 6 semester hours |

* The biological science requirement must be met with two or more courses with unduplicated content and include pertinent laboratory experiences, which cover the range of material presented in the didactic portions of the courses.

** At least three semester hours of chemistry must be general or inorganic chemistry, and at least six hours of chemistry must be organic chemistry and/or biochemistry. At least six semester hours of the chemistry courses must include pertinent related laboratory experiences, which cover the range of material presented in the didactic portion of the courses.

*** This requirement may be met with either two unduplicated physics courses (of which one must include a pertinent related laboratory which covers the range of material presented in the didactic portions of the course), or three semester hours in physics (with laboratory) and three semester hours in either biomechanics, kinesiology, statistics or exercise physiology.

Students who hold a professional degree in a health science discipline at the baccalaureate level or above, with an earned cumulative grade point average of at least 3.00 on a scale of 4.00, may be admitted to the program upon presenting evidence that their academic preparation substantially meets the above requirements for admission.

Students who hold a baccalaureate degree from an institution accredited by a nationally recognized accrediting agency with an earned grade point average of at least a 3.25 on a scale of 4.00, may be admitted to the program upon presenting evidence that their academic preparation substantially meets the above requirements for admission.

All matriculants must have earned a cumulative grade point average of at least 2.75 on a scale of 4.00 across the 48 credits (or equivalent) for the above courses, and for the required 90 semester hours. In situations in which one or more courses have been repeated with an equivalent course(s), the most recent grade(s) will be used for grade point average computation and the earlier grade will be disregarded.

In the biological sciences, chemistry and general physics (and related studies) that are specifically required for admission, no grades below 3.00 on a 4.00 scale will be accepted and only grades gained under the same course and its corresponding lab will be averaged.

In the event an institution's transcript does not combine laboratory and lecture grades for a single course grade, the grade will be calculated using a weighted average of those grades to establish the grade in that science course.

Students who have earned a portion of the prerequisite credits through examination or means other than formal course work, as identified on an official transcript from an institution accredited by a nationally recognized agency, will be allowed to have those courses counted toward admission. Students may be required to repeat science courses taken six or more years prior to application to the program.

Transfer Policies

Credits considered for transfer must have been awarded for courses taken in a doctor of chiropractic program accredited by the CCE or in a program accredited as a first professional degree in one of the health sciences by another nationally recognized accrediting agency, or in a graduate program in an academic discipline closely related to the health sciences offered by an institution which is recognized by a national accrediting agency.

Only credits earned within the last five years* and recorded on an official transcript with an equivalent grade of 2.00 on a 4.00 scale or better will be formally evaluated and considered for transfer.

* Older credits will be considered if the entering student holds an earned doctorate or graduate degree in one of the health sciences.

Academic Regulations

In addition to the general academic requirements, all matriculated students in the D.C. program must fulfill these requirements:

1. Chiropractic students are required to receive a B or better in all professional-level courses. Students who receive less than a B will be required to repeat the course and will be placed on probation. While on probation, students cannot take any of the clinical internship or externship courses until they raise the grade in the applicable course to at least a B.
2. To be eligible for internship status the student must be in good academic standing, must have successfully completed all prerequisites and must have passed the clinical services entrance requirements. These requirements must include documented evidence that the student has completed a minimum of 150 clock hours of supervised practice labs, during which at least 15 chiropractic encounters for correction of vertebral subluxations are accrued; and further, that the assessments, diagnoses, treatments and evaluations of these subluxations must be judged to have been rendered competently.
3. The internship program requires the students to complete a minimum of 600 clock hours of practice experience in chiropractic labs and/or at the college's chiropractic clinics under the direct supervision of qualified faculty, as well as completion of the intern certification examination process.
4. The certification examination process includes a written examination and a clinical performance competency evaluation. The written examination is comprehensive in nature. It includes questions designed to test the student's attitudes, knowledge and skills in the following areas of practice: history taking, physical examination, neuromusculoskeletal examination, bio-psycho-social-spiritual assessment, diagnostic studies, diagnosis, case management, chiropractic adjustment and manipulation, emergency care, case follow-up and review, record keeping, doctor-patient relationships, professional issues, and research and other scholarly activities.
5. To be eligible for externship status the student must be in good academic standing, must have successfully completed all prerequisites, and must have passed the clinical certification examination process. Successful completion of the externship program will require the students to complete, under the supervision of licensed chiropractic practitioners who hold appointment as clinical adjunct professors of chiropractic, a minimum of 600 clock hours of clinical practice taking place in community-based chiropractic clinics.
6. To meet minimum clinical competency requirements (CCE Standards) students and faculty will be required to maintain documented evidence that, by the completion of the program, each student will have been evaluated and will have demonstrated clinical competency in the performance of the following essential elements of patient care:
 - Compilation of a complete history and physical examination of at least 20 different patients;
 - Complete interpretations of clinical laboratory tests that include at least 25 urinalyses, 20 hematology procedures such as complete blood counts, and 10 clinical chemistry, microbiology or immunology procedures or profiles on human blood and/or body fluids;
 - Performance of at least 20 radiological procedures, which must be performed under direct clinical supervision: 25% of studies evaluated for technical component, 100% of studies evaluated for interpretative component;
 - Completion of diagnoses of at least 20 different patients, which must be performed under direct clinical supervision, and which must include defined case management plans;

- Performance of a minimum of 250 chiropractic adjustments or manipulations, at least 200 of which must be spinal adjustments, provided during 250 separate encounters with patients, of which 75 must be performed under direct clinical supervision; and
 - Demonstration of the evaluation and management of at least 10 cases, which, due to their complexity, require a high order of clinical thinking and integration of data. This must include cases that demand the application of imaging, lab procedures or other ancillary studies in determining a course of care, or cases in which multiple conditions, risk factors, or psychosocial factors have to be considered.
- 7. For financial aid purposes, students enrolled in this professional degree program may apply for graduate financial aid assistance.

Academic Probation

A student may be placed on academic probation when there is a failure to satisfy specific program academic standards or regulations. A student placed on academic probation will remain on probation for two consecutive semesters. Academic deficiencies that result in program academic probation must be corrected within these two consecutive semesters. Failure to meet the academic standards during a probationary period may result in dismissal from the program. Students requiring a second probation period will be brought before the program's student concerns committee. Permission to continue in the program will be decided on a case-by-case basis and may result in dismissal from the program.

Students may appeal the decision of dismissal from the program to the department chair. The appeal is initiated with a letter from the student to the department chair describing extenuating circumstances that limited academic performance. The department chair presents the appeal to the program faculty committee for consideration. If the appeal is accepted, the committee will make a determination of the student's probationary status. For information on the appeal process beyond the department head, students should consult the college undergraduate catalog.

Performance Qualifications

The college makes every effort to accommodate physically handicapped students; nevertheless, the standards of chiropractic professional practice must be upheld. The following performance qualifications are required for participation in the professional D.C. degree program:

1. The student must possess the coordination and use of both upper limbs needed for the performance of chiropractic adjustment.
2. The student must possess manual dexterity so that he/she may perform safely in various clinical, chiropractic and basic science laboratories.
3. The student must have the ability to stand for the performance of manipulative and physiologic procedures.
4. The student must have hearing and visual senses, appropriately assisted if needed, sufficiently acute to record patient histories, to provide safety instructions, to perform stethoscopic and auscultatory examinations, to read various forms of diagnostic imaging and to perform microscopy examinations in order to interpret normal and abnormal changes.

Handicapped persons will not be arbitrarily denied admission; however, they must be able to carry out all classroom, laboratory, and clinical assignments, including microscopic work, X-ray interpretation and imaging techniques; pass written, oral, and practical examinations; and meet all CCE requirements of professional practice.

Course Requirements

DOCTOR OF CHIROPRACTIC (DC)

| REQUIRED COURSES: | CREDITS |
|--|---------|
| BIOLOGY | |
| CHR 500/ BIO 208/508 Microbiology | 4 |
| CHR 501/ BIO 242/542 Evolution | 3 |
| CHR 502/ BIO 303/503 Biochemistry | 4 |
| CHR 503/ BIO 310/510 Immunology | 3 |
| CHR 504/ BIO 312/512 Molecular Cell Biology | 4 |
| CHR 505/ BIO 339/539 Human Gross Anatomy | 6 |
| CHR 506/ BIO 342/542 Endocrinology | 3 |
| SUBTOTAL | 27 |
| RESEARCH | |
| CHR 628/ GRA 600 Theory Development | 3 |
| CHR 629/ GRA 621 Applied Research Methods | 3 |
| CHR 630/ GRA 622 Applied Research Project Seminar | 2 |
| CHR 631/ GRA 630 Advanced Statistical Methods in Applied Research .. | 3 |
| SUBTOTAL | 11 |
| SUPPORTIVE | |
| CHR 613/ HSA 606 Culture, Health and Health Care | 3 |
| CHR 614/ SOC 600 Epidemiology | 3 |
| CHR 624/ PHI 600 Philosophical Methods | 3 |
| CHR 625/ PHI 609 Ethics in Health Care | 3 |
| SUBTOTAL | 12 |
| CHIROPRACTIC | |
| CHR 600 Intro. to Chiropractic History, Philosophy, Theory and Practice | 5 |
| CHR 601 Analysis and Adjustive Techniques I | 7 |
| CHR 602 Analysis and Adjustive Techniques II | 7 |
| CHR 603 Analysis and Adjustive Techniques III (Ortho 1) .. | 7 |
| CHR 604 Analysis and Adjustive Techniques IV (Ortho 2) .. | 7 |
| CHR 605 Diagnostic Imaging I | 7 |
| CHR 606 Diagnostic Imaging II | 7 |
| CHR 607 Diagnostic Imaging III | 7 |
| CHR 608 Diagnostic Imaging IV | 7 |
| CHR 609 Applied Neurology | 7 |
| CHR 610 Nutrition Throughout The Lifecycle | 3 |
| CHR 611 Diet Therapy | 2 |
| CHR 612 Nutrition And Health | 3 |
| CHR 615/PA 335/500 Pharmacology I | 3 |
| CHR 616/PA 336/501 Pharmacology II | 3 |
| CHR 617 Advanced Health Assessment | 4 |
| CHR 618/PA 303/502 Physical Diagnosis I | 5 |
| CHR 619/PA 304/503 Physical Diagnosis II | 5 |
| CHR 620/PA 309/504 Physical Diagnosis Clinical Lab I | 2 |
| CHR 621/PA 310/505 Physical Diagnosis Clinical Lab II | 2 |
| CHR 622 Health Promotion and Primary Care of Child and Families | 2 |
| CHR 623 Health Promotion and Primary Care of Women and Families | 2 |
| CHR 626/RSC 400/500 Clinical Neuroscience | 5 |
| CHR 627/PT 480/500 Physical Agents | 3 |
| CHR 631 Entrepreneurship: Managing a Private Practice .. | 3 |
| CHR 632 Clinical Internship | 10 |
| CHR 633 Clinical Externship | 10 |
| SUBTOTAL | 133 |

TOTAL Required Credits for D.C. degree 183

Certificate Programs

General Admission Requirements

The admission requirements common to all certificate programs are listed here. Requirements that are specific to a given certificate program are included under each program's listing.

Action on an application begins when the application, application fee and the official transcripts have been received. In addition to the application procedure, all candidates must demonstrate evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages (G.P.A.) are based on a 4.0 system):

1. A cumulative undergraduate G.P.A. of at least 3.0
2. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the upper half of undergraduate work
3. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.

Addictions in the Community

(OFFERED BY NURSING)

Program

This certificate program is registered with the New York State Education Department and is designed to prepare health care professionals and educators to plan and implement programs for individuals across the lifespan including families, groups and communities experiencing the effects of alcoholism, substance abuse and other addictions.

Admission Requirements

Candidates must have earned a baccalaureate degree in a health care discipline or education, or have completed at least the third year in a five-year master's degree program in a health care discipline.

Course Requirements

Addictions in the Community Certificate

| REQUIRED COURSES: | CREDITS |
|---|---------|
| NUR/GRA 623 Addictions in the Community I | 3 |
| NUR/GRA 624 Addictions in the Community II | 3 |
| NUR/GRA 625 Addictions in the Community III | 3 |
| TOTAL | 9 |

TOTAL Required for Certificate
in Addictions in the Community 9

Advanced Orthopedic Physical Therapy

(OFFERED BY PHYSICAL THERAPY)

Program

This certificate program, which is registered with the New York State Education Department, offers physical therapists advanced theoretical knowledge and problem solving skills in musculoskeletal evaluation and treatment.

Admission Requirements

Candidates must have earned an entry-level baccalaureate degree in physical therapy. Physical therapists and senior level physical therapy students who have demonstrated entry-level clinical knowledge of psychomotor skills in the area of orthopedics may apply for admission to this certificate program.

Course Requirements

Advanced Orthopedic Physical Therapy Certificate

| REQUIRED COURSES: | CREDITS |
|--|---------|
| PT 631 Advanced Orthopedics Spine * | 2 |
| PT 631S Advanced Orthopedics Spine Seminar | 1 |
| PT 632 Advanced Orthopedics Extremities * | 2 |
| PT 632S Advanced Orthopedics Extremities Seminar | 1 |
| TOTAL | 6 |

**The lecture component of these courses is delivered via CD or video.*

CLINICALLY APPLIED PROGRAM ELECTIVES (2-4 CREDITS):

| | |
|---|-----|
| PT 633 Neuromuscular Mobilization | 1 |
| PT 633S Neuromuscular Mobilization Seminar | 1 |
| PT 634 Spinal Manipulation | 1 |
| PT 634S Spinal Manipulation Seminar | 1 |
| PT 635 Exercise Strategies for Muscle Imbalances | 1 |
| PT 635S Exercise Strategies for Muscle Imbalances Seminar | 1 |
| PT 689 Special Topics Electives | 1-4 |
| SUBTOTAL | 2-4 |

PROGRAM RELATED ELECTIVES (0-2 CREDITS)

| | |
|--|-----|
| Graduate level course in education | 1-2 |
| Graduate level course in health care administration, management or human resources | 1-2 |
| SUBTOTAL | 0-2 |

TOTAL Required for Certificate in
Advanced Orthopedic Physical Therapy 10

Clinical Research Associate

(OFFERED BY HEALTH SERVICES ADMINISTRATION)

Program

A clinical research associate is a professional who monitors the administration and progress of a clinical trial (pharmaceuticals, biologics or devices) on behalf of a sponsor. This certificate program, which is registered with the New York State Education Department, is designed to provide a focused course of study for individuals seeking to position themselves for certification as a clinical research associate. It will also provide knowledge and skills of clinical excellence in monitoring scientific studies toward the advancement of knowledge and improvement of health.

Admission Requirements

Candidates must have earned a baccalaureate degree or higher in a health care discipline.

Course Requirements

Clinical Research Associate Certificate

| REQUIRED COURSES: | CREDITS |
|---|---------|
| GRA 601 Research Methodology and Design | 3 |
| HSA 648 Financial Management in Health Care Organizations | 3 |
| HSA 653 Legal and Ethical Issues in Health Care Organizations | 3 |
| HSA 672 Practicum | 3 |
| SOC 600 Epidemiology | 3 |
| TOTAL | 15 |

TOTAL Required for Certificate
in Clinical Research Associate15

Family Nurse Practitioner Post-Master's Certificate

(OFFERED BY NURSING)

Program

This certificate program, which is registered with the New York State Education Department, is designed to provide a focused course of study for individuals already holding a master of science degree in nursing to position themselves for certification as a family nurse practitioner.

This program includes 700 hours of direct care of patients in primary care settings. Students learn under the supervision of expert nurse practitioners and physicians. Preceptorships include 200 hours in pediatrics, 200 hours in women's health and 300 hours in adult settings. The program can be completed in 12-18 months. Graduates will be eligible to take the certification exam as a family nurse practitioner.

Grading policies and academic regulations are consistent with those previously described in the master's degree family nurse practitioner program.

Please refer to the general "Academic Regulations" section of this catalog for health, C.P.R. and malpractice insurance requirements.

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants to the post-master's certificate in family nurse practitioner must present the following:

1. Master of science degree in nursing
2. Licensure as a registered nurse in New York state or another jurisdiction of the U.S.
3. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent
4. Interview with program director/faculty
5. At least two references on clinical performance from a supervisor or colleague
6. A minimum of one year of experience as a registered nurse.

Course Requirements

Family Nurse Practitioner Post-Master's Certificate

| REQUIRED COURSES | CREDITS |
|--|-----------|
| FALL SEMESTER | |
| NUR 631 Advanced Health Assessment | 3 |
| NUR 631L Advanced Health Assessment Lab | 1 |
| NUR 633 Advanced Physiology & Pathophysiology | 3 |
| NUR 634 Health Promotion & Primary Care of Children & Families ... | 3 |
| NUR 635 Health Promotion & Primary Care of Women & Families ... | 3 |
| TOTAL | 13 |
| SPRING SEMESTER | |
| NUR 632 Advanced Pharmacology | 3 |
| NUR 637 Health Promotion & Primary Care of Adults | 3 |
| NUR 638 Family NP Clinical Practicum in Pediatrics | 3 |
| NUR 639 Family NP Clinical Practicum in Women's Health Care | 3 |
| TOTAL | 12 |
| SUMMER SEMESTER | |
| NUR 640 Family NP Clinical Practicum in Adult Health | 5 |
| TOTAL | 5 |
| TOTAL Required for Post-Master's Certificate | |
| in Family Nurse Practitioner | 30 |

Health Services Administration

(OFFERED BY HEALTH SERVICES ADMINISTRATION)

Program

This certificate program, which is registered with the New York State Education Department, is designed to provide a focused course of study for individuals seeking to position themselves as management in health systems. It will also provide knowledge and skills to those seeking to advance their careers in health systems.

Admission Requirements

Candidates must have earned a baccalaureate degree or higher in a health care discipline.

Course Requirements

Health Services Administration Certificate

| REQUIRED COURSES: | CREDITS |
|--|---------|
| HSA 615 Health Systems Organization and Management | 3 |
| HSA 616 Human Resource Management in Health Care Organizations | 3 |
| HSA 648 Financial Management in Health Care Organizations | 3 |
| HSA 653 Legal and Ethical Issues in Health Care Organizations | 3 |
| PSC 652 Politics and Economics of Health | 3 |
| TOTAL | 15 |

TOTAL Required for Certificate in Health Services Administration 15

Holistic Nursing

(OFFERED BY HOLISTIC HEALTH STUDIES OR NURSING)

Program

The intent of this graduate-level certificate program is to provide an opportunity for professional nurses to positively respond to the changing health care environment by adding specialized knowledge and skills to their scope of practice. Such skills will allow them to respond to the growing population of those in need of holistic nursing care and healing. The purpose of this curriculum is to expand an understanding of healing and the nurse as an instrument of healing, explore the unity and relatedness of nurses, clients and others and develop expertise in implementing caring-healing interventions to strengthen the whole person.

Admission Requirements

Candidates must have earned a baccalaureate degree in nursing from an approved or accredited school of nursing.

Course Requirements

Holistic Nursing Certificate

| REQUIRED COURSES: | CREDITS |
|---|---------|
| NUR 650 Holistic Nursing Practice I | 3 |
| NUR 651 Holistic Nursing Practice II | 3 |
| NUR 652 Holistic Nursing Practice III | 3 |
| TOTAL | 9 |

TOTAL Required for Certificate in Holistic Nursing 9

Hospice and Palliative Care

(OFFERED BY HOLISTIC HEALTH STUDIES OR NURSING)

Program

The intent of this graduate-level certificate program is to provide an opportunity for nurses, social workers and allied health care professionals such as occupational therapists, physical therapists, dietitians and physician assistants to positively respond to changing health care environments by adding specialized knowledge and skills to their scope of practice. Such skills would allow them to positively respond to the growing population of those in need of hospice and/or palliative care.

Admission Requirements

Candidates must have earned a baccalaureate degree in a health care discipline or education.

Course Requirements

Hospice and Palliative Care Certificate

| REQUIRED COURSES: | CREDITS |
|---|---------|
| GRA/HHS 640 Hospice and Palliative Care I | 3 |
| GRA/HHS 641 Hospice and Palliative Care II | 3 |
| GRA/HHS 642 Hospice and Palliative Care III | 3 |
| TOTAL | 9 |
| TOTAL Required for Certificate in Hospice and Palliative Care | |
| | 9 |

Improving Performance

(OFFERED BY HEALTH SERVICES ADMINISTRATION)

Program

The intent of this graduate-level certificate program is to provide students the knowledge and skills needed to assess performance of an agency and to take measures to improve the performance of such agency. Emphasis is on the systems approach to performance improvement with the application of communications and change leadership.

Admission Requirements

Candidates must have earned a baccalaureate degree or higher in a health care or related discipline.

Course Requirements

Improving Performance Certificate

| REQUIRED COURSES: | CREDITS |
|--|---------|
| HSA 601 System Approach to Organizational Performance Improvement | 3 |
| HSA 602 Communication and Organizational Performance Improvement | 3 |
| HSA 603 Analytical Approaches to Organization Improvement | 3 |
| HSA 604 Organizational Performance Improvement through Change Leadership | 3 |
| TOTAL | 12 |

TOTAL Required for Certificate in Improving Performance

Long-Term Care Administration

(OFFERED BY HEALTH SERVICES ADMINISTRATION)

Program

This certificate program, which is registered with the New York State Education Department, will provide students with the knowledge and skills needed to succeed in a career in long-term care administration. The courses meet the educational requirements for licensure of nursing home administrators in New York state.

Admission Requirements

Candidates must have a minimum of a baccalaureate degree.

Course Requirements

Long-Term Care Administration Certificate

| REQUIRED COURSES: | CREDITS |
|---|---------|
| HSA 615 Health Systems Organization and Management | 3 |
| HSA 616 Human Resource Management in Health Care Organizations | 3 |
| HSA 648 Financial Management in Health Care Organizations | 3 |
| HSA 653 Legal and Ethical Issues in Health Care Organizations | 3 |
| GER 605 Aging in American Society | 3 |
| TOTAL | 15 |
| TOTAL Required for Certificate in Long-Term Care Administration | |
| | 15 |

Manual Physical Therapy

(OFFERED BY PHYSICAL THERAPY)

Program

This certificate program, which is registered with the New York State Education Department, provides physical therapists with advanced clinical decision-making skills and competency in the performance of skilled passive movement in the assessment and treatment of musculoskeletal conditions.

Admission Requirements

Candidates must have had a minimum of one year experience as a physical therapist or are currently practicing in an Orthopedic setting and licensure as a physical therapist.

Course Requirements

Manual Physical Therapy Certificate

| REQUIRED COURSES: | CREDITS |
|--|---------|
| PT 631 Advanced Orthopedics Spine* | 2 |
| PT 631S Advanced Orthopedics Spine Seminar | 1 |
| PT 632 Advanced Orthopedics Extremities* | 2 |
| PT 632S Advanced Orthopedics Extremities Seminar | 1 |
| TOTAL | 6 |

**The lecture component of these courses is delivered via CD or video.*

CLINICALLY APPLIED PROGRAM COURSES (8-10 CREDITS):

| | |
|---|------|
| PT 633 Neuromuscular Mobilization | 1 |
| PT 633S Neuromuscular Mobilization Seminar | 1 |
| PT 634 Spinal Manipulation | 1 |
| PT 634S Spinal Manipulation Seminar | 1 |
| PT 635 Exercise Strategies for Muscle Imbalances | 1 |
| PT 635S Exercise Strategies for Muscle Imbalances Seminar | 1 |
| PT 689 Special Topics Electives | 1-4 |
| SUBTOTAL | 8-10 |

**A minimum of 2 credits of PT or BIO special topics courses are required.*

PROGRAM RELATED ELECTIVES (0-2 CREDITS):

| | |
|--|-----|
| Graduate level course in education | 1-2 |
| Graduate level course in health care administration, management or human resources | 1-2 |
| SUBTOTAL | 0-2 |

CLINICAL RESIDENCY (2 CREDITS):

| | |
|---------------------------------|---|
| PT 660 Clinical Residency | 2 |
| TOTAL | 2 |

COMPREHENSIVE EXAMINATION

| | |
|--|----|
| TOTAL Required for Certificate in Advanced Orthopedic Physical Therapy | 18 |
|--|----|

Nursing and Health-Related Professions Education

(OFFERED BY HOLISTIC HEALTH STUDIES or NURSING)

Program

This program is intended for nurses and other health care professionals such as occupational therapists, physical therapists, dietitians and physician assistants who wish to seek a position as a faculty/teacher, clinical instructor, in-service educator or clinical education coordinator. Those who have attained a master's or doctoral degree in a clinical specialty, who do not have an educational background, will benefit by attending, as will those currently in a teaching position who desire to update their knowledge and skills in educational theories, trends and resources.

Admission Requirements

Candidates must have earned a baccalaureate degree in a health care discipline or education.

Course Requirements

NURSING AND HEALTH-RELATED PROFESSIONS CERTIFICATE

| REQUIRED COURSES: | CREDITS |
|--------------------------------------|---------|
| GRA 606 Curriculum Development | 3 |
| GRA 607 Teaching Strategies | 3 |
| GRA 608 Teaching Practicum | 3 |
| TOTAL | 9 |

| | |
|---|---|
| TOTAL Required for Certificate in Nursing and Health-Related Professions | 9 |
|---|---|

Course Descriptions

PREREQUISITE: A course or other requirement must be met prior to taking a particular course.

COREQUISITE: Another course is to be taken with a particular course.

COURSE ABBREVIATIONS

| | |
|-----------|--|
| BIO | Biology |
| CHR | Chiropractic |
| DED | Doctoral Education |
| DHP | Doctoral – Health Policy Concentration |
| DHE | Doctoral – Health Education Concentration |
| EDL | Educational Leadership |
| EDU | Education |
| ESL | TESOL (Teaching English to Speakers of Other Languages) |
| GER | Gerontology |
| GRA | Graduate Core |
| HSA | Health Services Administration |
| HHS | Holistic Health Studies |
| IB | International Business |
| NUR | Nursing |
| OT | Occupational Therapy |
| PHI | Philosophy |
| PSC | Political Science |
| PT | Physical Therapy |
| SED | Special Education |
| SOC | Sociology |

BIO 689 Special Topics in Gross Anatomy (variable credit)

This course is a directed study in selected areas of gross anatomy with content specific to the musculoskeletal area. The educational format includes lecture and lab.

CHR 500/B10 200/500 Microbiology (4)

This is an introduction to the classification, morphology and physiology of microorganisms, particularly of bacteria and viruses, with laboratory emphasis on sterile technique, cultural characteristics and physiology of bacteria. The course is comprised of three lectures and three hours of laboratory per week.

CHR 501/B10 242/501 Evolution (3)

Evolution is the single most unifying theory in the biological sciences. This course traces the beginnings of Darwinian-Wallace evolution by natural selection and places this theory in historical perspective. Current evidences of evolution are given and explained; evolution at the gene level is discussed. The emphasis of the course is on biological and biochemical adaptations to changing environments. Some limited treatment of population genetics is included.

CHR 502/B10 303/502 Biochemistry (4)

This one-semester course emphasizes structure/function relationships among the components responsible for the biochemical function of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition.

CHR 503/B10 310/504 Immunology (3)

This is a study of the biology of the immune response, immunologic techniques and their applications.

CHR 504/B10 312/505 Molecular Cell Biology (4)

This course is a detailed analysis of cellular organelles in relation to active transport, endocytosis, cell-to-cell communications, cell department and protein synthesis. Chromosome organization, gene structure, RNA synthesis and regulation of gene expression are also considered. Discussions will emphasize techniques and key experiments that have helped in the development and formulation of contemporary concepts. This course is comprised of three hours of lectures and one discussion hour per week.

CHR 505/B10 339/506 Human Gross Anatomy (6)

This is a lecture and laboratory course in human gross anatomy, which uses cadaver dissection and other materials illustrative of human anatomy. Emphasis is placed on the anatomy of skeletal muscles, including their bony attachments, nerve and blood supply and their functions in movements. Additional dissections involve a survey of abdominal and thoracic organs, anatomy of the head, and contents of the cranial cavity.

CHR 506/B10 342/507 Endocrinology (3)

This course is a study of the function of the endocrine system in regulating and maintaining biological processes. The course is comprised of three lectures per week

CHR 600 Introduction to Chiropractic History, Philosophy, Theory and Practice (5)

This course presents the history of the chiropractic profession. Topics provide a review of ancient forms of manipulation, early contributors who influenced the development of the profession, the development of chiropractic philosophy, the evolution of chiropractic education in the United States, chiropractic professional associations and the formation of regulatory and accrediting bodies. Discussions about the current status of the profession, the need for evidence-based research and a review of the New York State Chiropractic Practice Act are included. Additionally, students are introduced to manipulation terminology and basic methods of chiropractic evaluation. Clinical laboratory sessions comprise additional instruction, demonstration and practice of the following chiropractic evaluation techniques: static palpation, postural evaluation, spinal landmark evaluation, leg-length evaluation and Maigne's method of evaluation.

CHR 601 Analysis and Adjustive Techniques I (7)

This course presents contemporary theories of chiropractic science and practice related to the assessment, diagnosis, treatment and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction are included. The student is introduced to a cross-referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer- Gonstead, orthogonality and the motion-spatial/fixation concept. The course reviews current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory comprises an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques with particular focus on Maigne's method of evaluation. Demonstration and practice sessions are given, utilizing various adjustive and manipulative interventions for treating subluxation in the cervical and thoracic areas.

CHR 602 Analysis and Adjustive Techniques II (7)

This course builds on the process of assessment, treatment and evaluation of subluxation presented in Analysis and Adjustive Techniques I. Students are introduced to various health care models, including the health-related, quality-of-life model and the chiropractic/wellness care model. Chiropractic approaches for the treatment of chronic and acute back pain, chiropractic care of the elderly and concepts related to utilization review/quality assurance also are discussed. Various manipulative and adjustive techniques involving the cervical, thoracic, lumbar and pelvic regions are explained and demonstrated. Review of current research literature and the need for additional evidence-based research is stressed. Clinical laboratory experience develops skills necessary to assess, treat and evaluate various manifestations of spinal subluxation and/or dysfunctions. Emphasis is placed on Maigne's method of evaluation and on interrelating concepts of static listings and motion palpation findings with spinographic interpretations, including measurement of skeletal radiology, for the purpose of formulating an appropriate treatment regimen. Motion palpation interventions are demonstrated and practiced utilizing short-lever procedures, drop-table adjusting and pelvic blocking techniques.

CHR 603 Analysis and Adjustive Techniques III (Orthopedics 1)(7)

This course builds on the knowledge obtained in Analysis & Adjustive Techniques I and II. The course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis, and adjustive/manipulative procedures for the spine and the pelvic region. Emphasis will be placed on examining various spinal conditions, including those conditions resulting from spinal trauma. Additionally, the student learns about orthotics and casting techniques utilized to treat conditions of the spine. Clinical laboratory experience is divided into two sections: Section 1 emphasizes the spinal and pelvic orthopedic tests as defined by Evans (2001). Section 2 emphasizes flexion distraction technique as described by Cox (1999), as well as soft-tissue procedures as explained by Hammer (1999). Both sections continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses. The use of orthotic devices, as well as casting techniques and procedures for treating various spinal conditions, will be discussed and demonstrated.

CHR 604 Analysis and Adjustive Techniques IV (Orthopedics 2) (7)

This course is a continuation of Orthopedics 1. Course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis, and adjustive/manipulative procedures with an emphasis on the extraspinal regions of the body. Clinical laboratory experience is divided into two sections: Section 1 emphasizes orthopedic tests for the extremities as defined by Evans (2001). Section 2 covers extremity-adjusting procedures as described by Bergman (1993), as well as evaluation and soft-tissue methods used for the assessment, diagnosis, treatment and evaluation for conditions involving the extremities as explained by Hammer (1999). Additionally, the student learns concepts of orthotic devices and casting techniques for various extremity conditions.

CHR 605 Diagnostic Imaging I: Normal Radiological Anatomy (7)

This course introduces the student to diagnostic imaging as an assessment tool used in the development of a comprehensive patient profile. Instruction includes the normal radiological anatomy of the spine, viscera and the extremities. The focus of the course is on the physics and processes involved in the use of the X-ray machine including image receptor equipment, factor calculation, and film processing and storage. The principles of X-ray positioning, the effects of ionizing radiation on biological systems, and federal and state safety guidelines regulating the use of X-rays are examined. The cost/benefit ratio of utilizing imaging and its relative value as a diagnostic tool is examined. Laboratory experience provides demonstration of the proper and safe use of equipment and positioning techniques.

CHR 606 Diagnostic Imaging II: Bone Pathology (7)

This course builds on the knowledge gained in Diagnostic Imaging I. Utilizing plain-film radiographs, focus is on recognizing bone pathologies and selected variants of the spine and extremities. X-ray results are correlated with patient history, physical examination and laboratory findings. A regional approach is utilized to explore neoplastic, infectious diseases; metabolic, skeletal dysplasias; hematological and nutritional disorders; as well as degenerative, inflammatory, and metabolic arthritides. The need for appropriate case management is emphasized. Laboratory experience includes continuing demonstration and practice of the use of X-ray equipment, positioning techniques, and X-ray interpretation and mark-up skills for the proper identification of pathological structures.

CHR 607 Diagnostic Imaging III (7)

The focus of this course is interpreting X-rays of the chest and abdominal areas with an emphasis on the differentiation between normal and abnormal findings. Content covers the following topics: diseases of the airways; diseases of the chest including cavities, cysts, lesions and calcification; pulmonary and circulatory diseases; thoracic neoplasms; and generalized radiographic findings of various internal organs. Emphasis is placed on the importance of correlation of radiographic findings with the patient history, physical exam and related laboratory findings. The need for case management, including appropriate referral and follow-up for patients experiencing any of the above medical conditions or pathologies, is studied. Laboratory experience includes continuing demonstration and practice of the use of X-ray equipment, positioning techniques, and X-ray interpretation and mark-up skills for the proper identification of pathological structures.

CHR 608 Diagnostic Imaging IV (7)

The focus of this course is the use of advanced specialized imaging techniques with an emphasis on the spine. Topics include magnetic resonance imaging, computed tomography, myelography, discography and radionuclide imaging. Additionally, the course presents information about digital storage and retrieval of radiographic findings and the use of computer-assisted diagnostic programs. Laboratory experience continues demonstration and practice of the use of X-ray equipment, positioning techniques, and X-ray interpretation and mark-up skills for the proper identification of pathological structures.

CHR 609 Applied Neurology (7)

This course is concerned with human neurology, both biochemical and physiological. Content focuses on the cardinal manifestations of neurological disease; growth and development of the nervous system; the neurology of aging; and the pathology, symptomatology and diagnostic testing for major categories of neurological disease, including disease of the spinal cord, peripheral nerves and muscles. In addition, the course includes an introduction of related psychiatric disorders, the interpretation of electrodiagnosis, and a review of current research literature and the need for evidence-based research. Laboratory sessions include demonstration and practice in performing various neurological tests.

CHR 610/DTC 327/501 Nutrition Throughout the Lifecycle (3)

This course examines the changing nutritional needs of humans across the life span. Students explore normal nutritional needs from reproduction, initial growth and development, through final maturity. Specialized nutrition needs, as they relate to age, such as eating disorders, developmental delays and activity levels, are also examined.

CHR 611/DTC 425/502 Diet Therapy (2)

Designed for the non-dietetics major, this course examines nutrition and diet therapy, including nutrition assessment, the physiological and bio-chemical bases of nutrition care, therapeutic diets, medications and herbal supplements. Topics include nutrition intervention for diabetes, cardiovascular diseases, weight loss, surgery, cancer, AIDS, GI diseases, and hepatic and renal disorders. Enteral and parenteral nutrition are also presented. The emphasis of this course is the practical application of subject matter in the clinical setting

CHR 612/NTR 325/500 Nutrition and Health (3)

This course studies the human organism's requirements for organic and inorganic nutrients, the biochemical processes underlying their utilization and the considerations of specific nutritional problems.

CHR 613/HSA 606 Culture, Health and Healthcare (3)

This specialized elective is open to students from all graduate programs who are interested in the impact of culture on health and in development of culturally appropriate interventions for communities. It builds on epidemiological concepts and applies anthropological methodologies to understanding the impact of culture on health status, service utilization and cultural conflicts between healthcare providers and members of ethnic communities.

CHR 614/SOC 600 Epidemiology (3)

This course focuses on social epidemiology, the factors determining the occurrence and distribution of disease, health defects, disability and death among groups. The interdisciplinary nature of epidemiological theory, statistical measures commonly used, and an analysis of the distribution of healthcare in the United States are studied.

CHR 615/PA 335/500 Pharmacology I (3)

The pharmacology course series integrates the principles and mechanisms of action and drug effect with the pharmacotherapy of common disease or syndromes.

CHR 616/PA 336/501 Pharmacology II(3)

This course is a continuation of Pharmacology I.

CHR 617/NUR 631 Advanced Health Assessment (4)

Students learn how to competently perform and document a complete history and physical for people of all ages. Opportunities to practice their developing health assessment skills are provided in the on-campus lab.

CHR 618/PA 303/502 Physical Diagnosis I (5)

This course is a comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, critical review of medical literature, preventive care and therapeutic measures involved in treating medical problems. This course includes discrete modules on major organ systems and special populations. Physicians and other appropriate health professionals present topics through demonstrations, discussions and clinical conferences as well as lectures.

CHR 619/PA 304/503 Physical Diagnosis II (5)

This course is a continuation of Physical Diagnosis I. This course includes discrete modules on major organ systems and special populations. Physicians and other appropriate health professionals present topics through demonstrations, discussions and clinical conferences as well as lectures.

CHR 620/ PA 309/504 Physical Diagnosis Clinical Laboratory I (2)

This course explores common chemical procedures employed in the evaluation of disease processes. Students develop proficiency in performing such routine procedures as a CBC, urinalysis, gram stains and cultures. Students develop skills in interpreting clinical laboratory values in relation to disease, therapy and prognosis. The laboratory sessions cover general hematology, coagulation, urine and fecal analysis, microbiology, blood chemistry and immunohematology.

CHR 621/ PA 310/505 Physical Diagnosis Clinical Laboratory II (1)

This course is a continuation of Physical Diagnosis and Clinical Laboratory I and continues to explore common chemical procedures employed in the evaluation of disease processes. Students continue to develop proficiency in performing such routine procedures as a CBC, urinalysis, gram stains and cultures. Students continue to develop skills in interpreting clinical laboratory values in relation to disease, therapy and prognosis. The laboratory sessions continue to cover general hematology, coagulation, urine and fecal analysis, microbiology, blood chemistry and immunohematology.

CHR 622/NUR 634 Health Promotion and Primary Care of Children and Families (2)

This course provides the theoretical knowledge necessary to make sound clinical decisions. Advanced-level normal growth and development are presented, along with common variations from health. Health promotion of children and pregnant women within the family system is stressed. Care of children and families from diverse ethnic backgrounds is explored.

CHR 623/NUR 635 Health Promotion and Primary Care of Women and Families (2)

This course provides the theoretical knowledge necessary to make sound clinical decisions when providing primary healthcare to childbearing women and their families. Advanced-level normal growth and development are presented. Health promotion of women and pregnant women within the family system is stressed. Care of women and families from diverse ethnic backgrounds is explored.

CHR 624/PHI 600 Philosophical Methods (3)

This course examines the historical development of metaphysical and epistemological methods: existentialism, phenomenology and analytic philosophy.

CHR 625/PHI 609 Ethics in Health Care (3)

This course addresses ethical issues frequently encountered by health care managers. Topics considered include bioethical theory, policy formation and decision making in the professional setting. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation and choices regarding death.

CHR 626/RSC 400/500 Clinical Neuroscience (5)

This interdisciplinary course involves an in-depth study of the central nervous system including neuroanatomy, neurophysiology and neuropharmacology. This course also includes mind-body- environment interactions and the totality of human behavior. Clinical conditions and case studies are utilized.

CHR 627/PT 480/500 Physical Agents (3)

This course studies the therapeutic utilization of heat, cold, light, electricity and sound. Students analyze physiologic responses to therapeutic modalities and evaluate their effectiveness as therapeutic agents. This course also includes a review of research relative to the therapeutic modalities. Theories and methods of the holistic approach to management of acute and chronic pain syndromes are presented. Laboratory experiences include practice sessions to gain experience in the utilization of heat, cold, light, electricity and sound for management of acute and chronic pain syndromes.

CHR 628/GRA 600 Theory Development (3)

This course provides critical analysis of the processes involved in the development of theory. It introduces a perspective of the underlying philosophical and historical trends in the development of theory. Emphasis is on the process of concept analysis, construction of theoretical relationships, and the relationship between research, practice and theory. Social, ethical and value problems related to the development of knowledge are examined.

CHR 629/GRA 622 Applied Research Project Seminar (2)

This course prepares the student to complete an applied research project. Current research is examined to identify appropriate areas of inquiry for students in professional programs.

CHR 630/GRA 621 Applied Research Methods (3)

This course includes the relationships among theory, research and practice. Its perspective is on the utilization of theory to frame research questions for applied research problems. The review and critical analysis of components of applied research designs prepare the student to be a producer and consumer of applied research.

CHR 631/GRA 630 Advanced Statistical Methods in Applied Research (3)

This course explores statistical design and data analysis in the areas of descriptive and inferential statistics. Students are expected to bring their own sets of data to the course and learn the process of computerized data entry and data analysis using SPSS/PC+ or MINITAB for advanced statistical computing. Students analyze their own project or thesis data, produce advance statistical results and write interpretation of their work. This course consists of two hours of lecture and two hours of lab.

CHR 632 Entrepreneurship: Managing a Private Practice (3)

This course introduces the student to management concepts related to establishing and maintaining a successful chiropractic practice. Focus is on understanding the role of manager and on developing good management skills. Issues to be discussed include the decision-making process, establishing priorities, the importance of public relations, developing a sound business plan, reimbursement issues unique to chiropractic, and both quality control and cost-effective measures.

CHR 633 Clinical Internship (10)

The focus of this course is on comprehensive health: wellness maintenance, illness prevention and restorative care. Patients of different age groups and cultural backgrounds are treated. The practice emphasis is on the structure and function of the body's neuromusculoskeletal framework and the relationship this framework has to the health and well-being of the whole person (bio-psycho-social-spiritual). Spinal manipulation is the major intervention. The range of services provided include the use of diagnostic imaging to evaluate patients with neuromusculoskeletal and related health problems and pathologies, physiotherapeutic modalities, lifestyle and nutrition counseling, and the use of a variety of myofascial and rehabilitative procedures considered alternative and complementary in nature. Additionally, students are taught the importance of case management and/or utilization of referral and follow-up procedures for patients experiencing pathologies that require co-treatment with other licensed healthcare providers.

CHR 634 Clinical Externship (10)

This course builds on the clinical internship requirement. The same focus on practice continues; however, externship hours are completed in a variety of community-based clinical settings under the supervision of qualified adjunct clinical associates.

DED 701 Health Systems Organization: Theory and Practice (3)

This course draws upon the social and behavioral sciences to examine theoretical formulations and research studies in public and private administration. It provides an overview of both institutional leadership and the assessment of organizational effectiveness and efficiency. Through the use of cases, incident processes and simulations it provides dynamic, personalized experiences in problem identification and solving.

DED 702 Communications in Health Systems Organizations (3)

This course examines problems and strategies of communications in the many environments that surround and affect human services institutions. It is designed to assess communications processes, determine problems, successes and failures in communications, and improve one's ability to communicate in both individual and organizational settings. It emphasizes the use of cases, incident processes, and survey methodologies to analyze and improve institutional communications.

DED 703 Contemporary Health Care Systems: Law and Policy (3)

This course examines a set of legal problems and policy issues that are common to the human services of medicine and education. Among the topics are the rights of the client and the provider, the right of the patient to refuse lifesaving care, informed consent, the rights of the mentally ill, regulating access to treatment, malpractice, the right to health care and education, inequalities in the provision of health and education services and the social imperatives for ameliorating our system of human services.

DED 704 Contemporary Health Care Systems: Finance and Controls (3)

This course examines the trends, current conditions and future prospects for financing human services in the United States. Demographic, economic and political contexts are examined as well as the roles of federal, state and private support of our institutions. Constraints and incentives facing managers of human services institutions in the profit-seeking, private non-profit and public sectors of society are contrasted. Emphasis is placed on different strategies employed to review goals, secure revenue and control the mission and the personnel required to accomplish the aims of the institution.

DHP 701 Comparative Health Care Systems: Politics and Problems (3)

Topics covered are epidemiological studies of health problems that have been influential in the formation of health care policy, the ideological and political uses to which such data are put, and discussions of emerging health problems. Health policy and politics are examined in contemporary terms of the influence of politics and economic forces on the health care system of the United States.

DHP 702 Evaluation of Health Care Systems: Needs and Issues (3)

This course provides an in-depth coverage of the quantitative and qualitative issues associated with population-based epidemiological research. Topics include issues in study design, measurement, methods of data collection, risk assessment, confounding variables and analytic techniques. Applications of these methods to determine client care are stressed in terms of institutional goals. Consideration will be given to the incidence and economics of major health impairments.

DHP 703 Simulation Workshop in Decision-Making (3)

Designed to explore systems approaches to institutional decision-making, this course includes system concepts, system analysis and assessment of problems in allocation and use of institutional resources. The approach employs a variety of simulation exercises, gaming approaches and case studies to provide students with a range of typical decision situations in health policy and their analysis and evaluation. Emphasis will be placed on prevention strategies for proactive intervention.

DHP 704 Computer Applications in Health Policy (3)

This course emphasizes the use of microcomputing with an emphasis on its application to health care systems applications. Topics include the use of spreadsheets for analysis and projection of data, planning and management of small data bases and institutional research. Applications are made to financial planning, staffing requirements, business operations and control logistics. The course will utilize computer processes to examine actual economic costs, resource allocations and resultant impacts on health policy.

DHE 701 Professional Health Education: History and Philosophy (3)

This course examines the structure and operation of health professions education using primarily medicine and nursing as models for comparison and contrast. Students examine the various types of professional orientation, students and educational activities in the modern human services organization. Historical and contemporary perspectives are reviewed and current needs for continuing professional learning are stressed in terms of institutional priorities. The course will conclude with the design and management of instructional systems for both academic and non-academic health care settings.

DHE 702 Practicum in Adult Learning (3)

This course deals with three main areas of concern. The first is a synopsis of learning theories and developmental processes. The second is a comprehensive overview of current major contributors to the adult learning discipline, including Knowles and Houle. The concluding unit concerns middle- and later-life challenges and crises. The course develops understanding and confidence about adult educational activities.

DHE 703 Assessment of Individual and Group Performance (3)

The focus of this course is on the design and analysis of educational evaluation from the formation of evaluative questions through the design of the process to the analysis and utilization of results. Topics include an overview of evaluation models, quantitative and qualitative methods, and a critical analysis of selected evaluation projects.

DHE 704 Computer Applications in Health Education (3)

This course emphasizes the use of microcomputing with an emphasis on its application to health care systems education. Topics include the use of spreadsheets for analysis and projection of data on educational and training needs and resources, planning and management of small data bases for tracking, and the use of computers in institutional research on education. Applications are made to financial controls, instructional operations and control logistics. Instructional applications include software such as computer simulations.

**DED 711 Field Study in Organizational Relationships:
Intra-Institutional Problem-Solving (3)**

This course will consist of individual or small group research or evaluation experiences within a human service or health education organization. The policy question or problem to be studied will be identified and a self-designed learning plan developed by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the comprehensive core and appropriate portions of the individual area of concentration. Completion of the course will be marked by faculty, peer and self-review of a submission of scholarly work in the form of a portfolio and presentation of an oral summary at a doctoral symposium.

**DED 712 Field Study in Organizational Relationships:
Inter-Institutional Problem-Solving (3)**

This course will consist of individual or small group research and evaluation experiences within a human service or health educational setting where inter- or trans-institutional policy is generated. The policy question or problem to be studied will be identified by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the comprehensive core and appropriate portions of the individual area of concentration. Completion of the course will be marked by faculty, peer and self-review of a submission of scholarly work in the form of a developmental portfolio and presentation of an oral summary at a doctoral symposium.

DED 721 Advanced Research Methods in Health Care Systems (3)

This course will provide tutorial guidance and advanced preparation in either quantitative or qualitative research analysis dependent upon the research methodology appropriate to the emerging dissertation questions proposed by the doctoral student. The course will extend prior graduate training in research methodology and will concentrate on those processes most related to the proposed study. Instruction will be provided by a faculty member and a qualified field mentor who is acquainted with the research being proposed.

DED 722 Proposal Identification, Development and Completion (3)

This course is intended for doctoral students who have completed the Advanced Research Methods course or who enroll simultaneously in the two courses. Under the guidance and supervision of a faculty member and a qualified field mentor, the student will develop a dissertation proposal in the customary form of a statement of the problem to be studied, its significance to the field, a review of the related literature and a set of protocols for the conduct of the study. At the conclusion of the course, the student should have both a completed dissertation proposal and the competency to defend it in an oral presentation to the dissertation committee.

DED 801 Dissertation Research, Writing and Defense (9)

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty-student symposium.

EDL 701 Organizational Behavior: Theory and Practice (3)

This course draws upon the social and behavioral sciences to examine theoretical formulations and research studies in public and private administration. It provides an overview of both institutional leadership and the assessment of organizational effectiveness and efficiency. Through the use of cases, incident processes and simulations it provides dynamic, personalized experience in problem identification and problem solving.

EDL 702 Organizational Communications: Theory and Practice (3)

This course examines problems and strategies in the many environments that surround and affect educational systems and institutions. The course will also focus on the fundamentals of communication theory. It is designed to assess communication processes, determine problems, successes and failures in communications, and improve one's ability to communicate in both individual and large organizational settings. It emphasizes the use of cases, incident processes and survey methodologies to analyze and improve institutional communications.

EDL 703 Contemporary Educational Systems: Law and Policy (3)

This course examines a variety of legal problems and policy issues, which are common to the educational system including both public and private institutions. Among the topics are the rights, privileges and responsibilities of students, parents, teachers, administrators and institutions in which learning takes place. It addresses the concerns for equality of education services, the social imperatives that impact our institutions and the changing view of societal expectations regarding education.

EDL 704 Contemporary Educational Systems: Finances and Control (3)

This course examines the trends, current conditions and future prospects for financing education in the United States. Demographic, economic and political contexts are examined as well as the role of federal, state, local and private support of our institutions. Constraints and incentives facing educational leaders in both public and private venues are examined. Emphasis is placed on different strategies employed to review goals, secure needed revenue and control the mission and the personnel required to accomplish the aims of the institutions.

EDL 705 Contemporary Cultural Perspectives in American Education (3)

This course examines the linkages between educational theory and practice and the larger context of ethical, philosophical, economic, political and cultural phenomena that characterize United States society. It explores major educational institutions in our culture and nontraditional systems. It studies current and projected changes in institutional behavior and examines how educational perspectives are woven into the fabric of our society.

EDL 706 Advanced Curricular Issues and Perspectives (3)

This course provides an overview of advanced curricular planning and arrangements based on the needs of traditional and nontraditional learners. Newer curricular arrangements are examined including open curricula, distance learning, schools without walls and the extended campus institutions. Emphasis will be placed on the extension and reconstruction of career training and continuing, lifelong learning in the light of social and institutional change. The course will encompass issues facing urban, suburban and rural educational institutions in diverse community settings.

EDL 707 Assessment Issues in Education and Instruction (3)

This course examines the advanced evaluation of instructional and educational programs in both traditional and non-traditional institutions. General procedures in educational evaluation provide a framework in which the special problems posed by changing societal expectations are examined. Competency and standardized systems of measurement are considered and alternative forms of measurement are studied as a means of validating instructional outcomes.

EDL 708 Computers and Technology in Education (3)

This course examines the use of computers and technology in educational institutions with an emphasis on their application to instruction, learning, assessment, information collection and analysis, school management, staff development and social equity. Applications will be made to curricular programs, student progress, competency evaluation and institutional amelioration. Students will examine at length available software and programs and will examine the use of computers and technology in their own institutions with an eye to educational improvement.

EDL 711 Field Study in Intra-Institutional Problem-Solving (3)

This course will consist of individual or small group research or evaluation experiences within an educational organization related to intra-institutional issues or problems. The question or problem to be studied will be identified and a self-designed learning plan or prescription will be developed by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the Comprehensive Core and appropriate portions of the Professional Concentration. Completion of the course will be marked by faculty, peer and self-review of a submission of scholarly work in the form of a portfolio and presentation of an oral summary at a doctoral symposium.

EDL 712 Field Study in Inter-Institutional Problem-Solving (3)

This course will consist of individual or small group research or evaluation experiences in an educational setting where inter- or trans-institutional policy is generated. The question or problem to be studied will be identified and a self-designed learning plan or prescription will be developed by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the Comprehensive Core and appropriate portions of the Professional Concentration. Completion of the course will be marked by faculty, peer and self-review of a submission of scholarly work in the form of a portfolio and presentation of an oral summary at a doctoral symposium.

EDL 721 Advanced Research Methods in Education (3)

This course will provide tutorial guidance and advanced preparation in either quantitative or qualitative research analysis dependent upon the research methodology appropriate to the emerging dissertation questions proposed by the doctoral student. The course will extend prior graduate training in research methodology and will concentrate on those processes most related to the proposed study. Instruction will be provided by a faculty member and a qualified field mentor who is acquainted with the research being proposed.

EDL 722 Proposal Identification, Development and Completion (3)

This course is intended for doctoral students who have completed the Advanced Research Methods course or who enroll simultaneously in the two courses. Under the guidance and supervision of a faculty member and a qualified field mentor, the student will develop a dissertation proposal in the customary form of a statement of the problem to be studied, its significance to the field, a review of the related literature and a set of protocols for the conduct of the study. At the conclusion of the course, the student should have both a completed dissertation proposal and the competency to defend it in an oral presentation to the dissertation committee.

EDL 801 Completion of the Dissertation: Conduct, Analysis and Final Preparation (3)

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty-student symposium.

EDU 603 Practicum in Adolescence Education (6,12)

This course is a 14-week (five days a week), college-supervised experience in secondary education, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of secondary-level students. Prerequisites: Completion of all coursework leading to certification; minimum 3.0 GPA. Offered in the fall and spring semesters only.

EDU 603X Pre-Student Teaching Seminar (1)

A 1-credit seminar designed to discuss expectations, effective planning, problems, issues and concerns related to student teaching. The seminar class meets two weeks prior to the student teaching placement.

EDU 604 Practicum in Adolescent Education for Canadian Teacher Certification (11)

This is a college supervised experience in adolescent education designed specifically to meet the requirements of the Province of Ontario, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of adolescent students. Prerequisites: Completion of all coursework leading to certification; minimum 3.0 GPA.

EDU 619 Young Adult Literature (3)

This course is designed for classroom teachers who are teaching at the middle school level. The course is an in-depth inspection of historical and contemporary literature for young adults. Emphasis is on an examination of fiction and non-fiction, trade books and illustration suitable for this age group. Attention is given to multicultural issues.

EDU 620 Foundations of Learning Theory (3)

This course is designed to familiarize students with underlying foundations, principles and theories related to education and learning. Emphasis is placed on developmental theorists and educational theory as it relates to the process of teaching and learning.

EDU 621 Elementary School General Strategies (3)

This course is designed to familiarize students with instructional strategies, methods and materials necessary for creating productive teaching-learning environments for elementary students. Students in this course are expected to demonstrate the ability to create a positive and productive learning environment and to effectively plan for instruction and evaluation. Instructional planning, implementation and evaluation in language arts, science, social studies and math are emphasized. Attention is also paid to teaching art and music in the elementary school. Collaboration with parents and community members is also discussed. Part of this course is devoted to instructing students in the identification and reporting of child abuse, safety education and in preventing drug, alcohol and substance abuse.

EDU 622 Meeting the Needs of Exceptional Learners (3)

This course is designed to provide an introduction to special education. Emphasis is placed on the legal foundations of special education and on learning and behavioral characteristics of students with special needs in the elementary or secondary school. Attention is given to models of effective collaboration with co-workers and on models which lead to education in the least restrictive environment. Individualized, instructional programming, intervention and learning strategies are analyzed. The use of educational and assisting technology in planning for the needs of individual learners is a critical component of this course. A portion of this course is devoted to training in school violence and intervention.

EDU 623 Childhood Content Methods (3)

This course focuses on methods for materials for teaching content areas in grades 1 through 6. Instructional planning, implementation and evaluation in language arts, science, social studies and math are emphasized in this course. Attention is also paid to teaching art and music in the elementary school.

EDU 624 Foundations of Teaching Reading and Literacy (3)

This course is designed to provide an introduction to philosophies, methods and materials related to the teaching of reading. Emphasis is placed on familiarizing the student with the importance of reading education in the schools, the constituencies of emergent reading and various approaches to teaching reading (including the integration of the language arts with language area studies, listening, writing, speaking and basal approaches to reading, specialized techniques related to reading, and using literature-based texts for reading instruction). Attention is paid to the student's ability to work collaboratively, communicate effectively and create teaching-learning situations conducive to developing reading proficiency in young learners.

EDU 625 Middle School Content Methods (3)

This course focuses on methods and materials for teaching content areas in grades 5 through 9. Emphasis is on instructional planning, implementation and evaluation in subjects taught at the middle school level.

EDU 626 Teaching Children's Literature (3)

Designed for classroom teachers who are teaching at the preschool and lower and upper elementary levels, the course is an in-depth inspection of historical and contemporary literature for children and young adults. Emphasis in the course is on an examination of fiction, non-fiction, biographies, information books, picture and storybooks and illustration in children's books. Attention is also given to multicultural issues and concerns.

EDU 627 Diagnostic and Corrective Reading (3)

This course is designed for classroom teachers at all levels. Coursework includes examination of and practice with instruments for diagnosis of student difficulties, preparation of informal testing devices and the study of materials and techniques for corrective work as they relate to student needs in a culturally diverse society. Students are also expected to demonstrate an awareness of and knowledge related to the developmental needs of students of all ages. Communication of student needs to other professionals and to the student's family is also emphasized. Prerequisite: EDU 624.

EDU 629 Early Childhood Methods (3)

This course focuses on the development of teaching skills and child management techniques in early childhood settings. Emphasis is placed on the analysis of and reflection on teaching practices for children between the ages of birth to age seven.

EDU 630 Secondary School General Strategies (3)

This course is designed to familiarize students with instructional strategies, methods and materials necessary for creating productive teaching-learning environments for secondary students. Students are expected to demonstrate the ability to create a positive and productive learning environment and to plan effectively for instruction and evaluation. Collaboration with parents and community members is discussed. Part of this course is also devoted to safety education, instructing students in the identification and reporting of child abuse, and in preventing drug, alcohol and substance abuse.

EDU 631 Secondary School Content Methods (3)

This course focuses on methods for teaching the subject matter in the certification area for individual students. Emphasis is on instructional planning, implementation and evaluation as it pertains to specific subject areas.

EDU 632 Assessing and Guiding the Development of Young Children (3)

This course is designed to provide prospective teachers with the tools necessary to provide curriculum and instruction that is both age-appropriate and individually-appropriate to learners from birth to age seven. Among topics covered in this course are legal and ethical responsibilities in the assessment of young children; developmental milestones; why, what and when to assess; interpreting and using assessment information; using assessment to guide classroom teaching; communicating assessment results; and contemporary considerations in the assessment of children from birth to age seven.

EDU 645 Practicum in Early Childhood, Childhood or Middle Childhood Education (6)

This course is a 14-week (five days a week), college-supervised experience in early childhood, childhood or middle childhood education, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of pupils at these grade levels. Prerequisite: Completion of all coursework leading to certification; minimum 3.0 GPA. Offered in the fall and spring semesters only.

EDU 645X Pre-Student Teaching Seminar (1)

A 1-credit seminar designed to discuss expectations, effective planning, problems, issues and concerns related to student teaching. The seminar class meets two weeks prior to the student teaching placement.

EDU 646 Practicum in Childhood Education for Canadian Teacher Certification (6)

This is a college-supervised experience in childhood education designed specifically to meet the requirements of the Province of Ontario, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of students. Prerequisites: Completion of all coursework leading to certification; minimum 3.0 GPA.

EDU 651 Multiculturalism and Cultural Diversity (3)

This course examines patterns of diversity in North America. Attention is given to racial, ethnic, religious and other minorities in contemporary society. Cultural perspectives which impact schooling are discussed and strategies to enhance teaching and learning are explored. Age and culturally appropriate strategies for creating effective teaching-learning environments are examined.

EDU 652 Curriculum Planning in Education (3)

Emphasis in this course is on curricular design and instructional planning to address the special developmental and educational needs of students in elementary and secondary school. Attention is given to past and future trends in design and implementation and to appropriate planning techniques for meeting the needs of a diverse population of students at differing levels of social, physical, management and academic ability. Curriculum planning is examined on the state, district, school and classroom levels, along with the roles and responsibilities of administrators, teachers, school staff, students and community members.

EDU 653 Critical Issues in Education (3)

This course is designed to discuss and analyze current and future trends in education. Emphasis is placed on issues related to chemical dependency, social and economic inequality, school support through mentorships and funding, availability and use of media technology, collaborative teaching techniques, privatization of schooling, equality and equity, and other related issues.

EDU 656 Philosophical and Social Foundations of Education (3)

This course is designed to introduce students to the social and philosophical foundations of education and ways in which they have been influential in shaping education in North America. As such, the course covers philosophies of education within the social/political context that influenced their development. Discussions, lecture, readings and student-centered work take place against the background of emerging philosophies of education in any given time period. A major focus of the course is on an examination of perennial questions related to education and schooling in North America.

EDU 658 Research in Education (3)

This course is designed to provide students with a framework for critically analyzing and conducting research focused in an educational context. Unique contextual factors and populations in both general and special education are discussed in terms of their implications for research conceptualization, design, implementation, interpretation and reporting. Offered in the fall semester only.

EDU 665 Education Project I (3)

This course provides students with a framework for designing and implementing research and related projects within educational settings. Emphasis is on practical research, which provides immediate, although sometimes tentative, solutions to school-based problems. Students gain proficiency in working with technology in order to conduct research, evaluate instruction and produce instructional materials. Prerequisite: GRA 600 Theory Development must be taken prior to or concurrently with this course.

EDU 666 Education Project II (3)

This course provides students with guidance for implementing a project related to the research examined in EDU 665. Students will carry out projects that can lead to useful solutions for practice-related problems in elementary, secondary or special education settings. Students in this course demonstrate their proficiency with technology in the production of school-related curricular materials and instructional plans. This course must be taken in the semester immediately following EDU 665 unless written permission has been obtained from the director of graduate programs in education or the department chair to delay the taking of this course. Prerequisite: EDU 665.

ESL 654 Computer Assisted Language Learning (CALL) (3)

This course is designed to provide students with a mix of theory and practice. Emphasis is on providing an overview of current CALL software, strategies and techniques; discussing current issues in technology and education as they relate to second language acquisition; providing hands-on practice and experimentation with a variety of CALL resources; examining CALL design and pedagogy issues in relation to second language acquisition; and creating CALL materials and activities that can be used in the ESL/FL classroom.

ESL 658 Research in TESOL (3)

This course is designed to provide students with a framework for critically analyzing research focused in an educational context. Students are expected to be able to read, understand and apply research related to their field of study in particular and to the field of education in general. Unique contextual factors and populations in both general and special education are discussed in terms of their implications for research conceptualization, design, implementation, interpretation and reporting. Students complete a research proposal in their area of specialization and interest.

ESL 660 Introduction to Applied Linguistics (3)

This course provides an introduction to ESL study. The rudiments of linguistic analysis are introduced, as are concepts in general linguistics, psycholinguistics and sociolinguistics that provide the theoretical foundation for understanding second language acquisition.

ESL 661 History of the English Language (3)

This two-part course begins with a review of basic English grammar followed by an examination of the structure and lexicon of English during various periods of history.

ESL 662 Second Language Acquisition (3)

This course is designed to examine theories related to second language acquisition. Current research related to second language acquisition is also reviewed and analyzed for its application to creating effective teacher-learner environments. Topics covered include second language acquisition terminology, theoretical perspectives, learner errors, developmental patterns, variability, pragmatics, social factors and second language acquisition, cognitive factors and second language acquisition, linguistic universals, individual differences, learner strategies, classroom interaction, and formal instruction and second language acquisition.

ESL 663 Methods I (3)

This course provides an overview of TESOL methods. It examines current practices in the teaching of English to speakers of other languages. Students are introduced to materials in the field and these materials are examined for their effectiveness in helping English language learners across general curricular areas. Topics covered include a historical overview of language teaching methodology; current interactive teaching methods; teacher-student interaction; teaching reading, writing, listening and speaking; grammar; integrative approaches; content area instruction; testing and test construction issues; and the use of electronic media as an instructional tool to improve learning.

ESL 664 Sociolinguistics (3)

This course provides an overview of sociolinguistics as a discipline that combines linguistic and societal concerns in varying degrees. The effect of language and dialect differences on societies is discussed and topics such as diglossia, language attitudes and language shifts are discussed. The influence of social factors on language and topics related to linguistic theory are also discussed in this course, including linguistic pragmatics and linguistic variations. Students in this course are expected to explore a chosen aspect of sociolinguistic inquiry in depth and to draw some conclusions as to the effect this has on student learning in the school setting.

ESL 665 Education Project I (3)

This course provides students with a framework for designing and implementing research and related projects within educational settings. Emphasis is on practical research, which provides immediate, although sometimes tentative, solutions to school-based problems. Students in this course gain proficiency in working with technology in order to conduct research, evaluate instruction and produce instructional materials. Prerequisite: GRA 600 Theory Development must be taken prior to or concurrently with this course.

ESL 666 Education Project II (3)

This course provides students with guidance for implementing the project proposed in EDU 665. Students carry out projects that can lead to useful solutions for practice-related problems in preschool, elementary, secondary or special education settings. Students in this course demonstrate their proficiency with technology in the production of school-related curricular materials and instructional plans. This course must be taken in the semester immediately following EDU/SED 665 unless written permission has been obtained from the director of graduate programs in education or the department chair to delay the taking of this course. Prerequisite: ESL 665.

ESL 667 Methods II (3)

This course introduces the student to methods related to content-area ESL approaches. The student is expected to develop skill in applying ESL methods to the teaching of specific content.

ESL 668 Student Teaching Practicum (6)

This course is a 14-week (five days a week), college-supervised teaching experience in TESOL education, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of students who are English language learners. Prerequisites: Completion of all coursework leading to certification; minimum 3.0 GPA. Offered in the fall and spring semesters only.

ESL 668X Student Teaching Seminar (1)

This 1-credit seminar is designed to discuss expectations, effective planning, problems, issues, and concerns related to student teaching. The seminar class meets four times during the student teaching placement.

GER 605 Aging in American Society (3)

This course covers the social implications of aging as well as the biological and psychological issues. Other topics covered are aging and interpersonal relationships, work and retirement, the economics of aging, sexuality in old age, and race/ethnicity. Prerequisites: GRA 615 and GRA 616. Offered in the spring semester.

GRA 600 Theory Development (3)

This course is a critical analysis of the processes involved in the development of theory. It includes a perspective of the underlying philosophical and historical trends in the development of theory. Emphasis is placed on the processes of concept analysis, construction of theoretical relationships and the relationships between research, practice and theory. Social, ethical and value problems related to the development of knowledge are examined. Prerequisite: graduate standing. Offered in the fall, spring and summer semesters.

GRA 601 Research Methodology and Design (3)

This course reviews and critically analyzes components of research design, including collection of data. Emphasis is placed on the professional as producer and consumer of research. Prerequisites: GRA 600 and 4-credit Applied Statistics or equivalent, or Competency Test. Offered in the fall and spring semesters.

GRA 602 Statistics Seminar (1)

This specialized course is designed to provide students with the intermediate level statistics information needed to enroll in GRA 601. It includes two hours of computer laboratory per week. Prerequisites: Graduate standing and previous statistics course. Offered in the fall and spring semesters.

GRA 606 Curriculum Development (3)

This course is an overview of past and present curricular trends and development processes. Principles and techniques of curriculum design, development, implementation and evaluation in educational programs are explored. Prerequisite or Corequisite: GRA 600. Offered in fall semester.

GRA 607 Teaching Strategies (3)

This course is a synthesis of learning acquired in clinical, field experience, education and research courses. The art, principles and strategies of teaching in higher education programs are explored. Emphasis is placed on class and clinical/field learning experiences and evaluation of students, courses and programs. Prerequisite: GRA 606. Offered in spring semester.

GRA 608 Teaching Practicum (3)

Students will observe, participate in and practice teaching. Nursing and related allied health professions students (i.e., occupational and physical therapy students) are placed in appropriate discipline-specific college and or clinical laboratory teaching situations. Weekly seminars enable students to synthesize previous learning and to discuss teaching strategies, clinical/field evaluation and problems associated with college teaching. Teaching practicum requires approximately six to eight hours a week during the day (some limited evening placements) for 10 weeks. Prerequisites: GRA 606, GRA 607. Offered in the fall and spring semesters.

GRA 610 Thesis Seminar (3)

This course involves a discussion of current research in the profession. Students will identify and delineate a research problem and develop a thesis proposal. Prerequisites: GRA 601 and NUR 603 (nursing majors). Offered in the fall and spring semesters.

GRA 617 Financial Management of Health Care Systems (1)

This course explores financial management techniques for health care administration such as budgeting, auditing, cost analysis, statistical reporting and fiscal control. Special emphasis is placed on long-term care areas. Prerequisite: GRA 615. Offered in the fall and spring semesters.

GRA 618 Effective Planning in Health Care Services (1)

In this course, students plan for the delivery of health care services, both at the systems level (area, community, region, state and national) and at the organizational level (institutional program). Emphasis is placed on analytical techniques and the dynamics of the planning process. Prerequisite: GRA 615. Offered in the fall and spring semesters.

GRA 619 Funding of Health Care Facilities (1)

This course identifies funding sources available for support of health care facilities. Private and public funding sources are explored with a special focus on grant-writing styles and strategies. Prerequisite: GRA 615. Offered in the fall and spring semesters.

GRA 620 Management Internship in Health Care (3)

Students will gain practical experience in an on-the-job situation at the management level in a health care facility or service area. The internship will require 90 hours during the semester. Prerequisites: GRA 616 and NUR 603 (nursing majors). Offered in the fall and spring semesters.

GRA 621 Applied Research Methods (3)

This course includes the relationships between theory, research and practice. Its perspective is on the utilization of theory to frame research questions for applied research problems. The review and critical analysis of components of applied research designs are to prepare the student to be a producer and consumer of applied research. Prerequisites: Graduate standing, undergraduate computer course or equivalent, applied statistics competency (written exam). Offered in the fall and spring semesters.

GRA 622 Applied Research Project Seminar (2)

This course prepares the student to complete an applied research project. Current research is examined to identify appropriate areas of inquiry for students in a professional program. Prerequisite: GRA 621. Offered in the spring semester.

GRA 629 Thesis Advisement (1-6)

This course provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. A student thesis will be completed according to the guidelines in the D'Youville College Thesis Handbook. Students must register for their thesis director's section. Prerequisite: GRA 610. Offered in the fall, spring and summer semesters.

GRA 630 Advanced Statistical Methods in Applied Research (3)

This course explores statistical design and data analysis in the areas of descriptive and inferential statistics. Students are expected to bring their own set of data to the course and learn the process of computerized data entry and data analysis using SPSS/PC+ or MINITAB for advanced statistical computing. Students analyze their own thesis data, produce advanced statistical results and write interpretations of their work. This course consists of two hours of lecture and two hours of lab. Prerequisite: GRA 610. Offered in the spring semester.

GRA 640 Hospice and Palliative Care I (3)

This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. The central focus is on understanding the professional, ethical and legal scope of hospice and palliative care practice. Emphasis is focused on understanding the transdisciplinary team (TDT) approach. Care providers from the various helping disciplines of medicine – nursing, social work, occupational therapy, physical therapy, and spiritual, dietary and bereavement counseling – form caring relationships with the patient and family in developing, implementing and evaluating a holistic plan of care that addresses the patient's and family's human-health needs. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

GRA 641 Hospice and Palliative Care II (3)

The central focus of this course is on understanding end-stage disease process in adult patients and related pain and symptom management at the end-stage of life. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

GRA 642 Hospice and Palliative Care III (3)

The focus of this course is on understanding how the end-stage of life processes affects both patient and family and how to provide professional care at this unique time of need. Emphasis is placed on understanding how education and advocacy are used as approaches for therapeutic intervention in providing support for the family and dignity for the patient experiencing the dying process. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

HHS 640 Hospice and Palliative Care I (3)

This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. The central focus is on understanding the professional, ethical and legal scope of hospice and palliative care practice. Emphasis is focused on understanding the transdisciplinary team (TDT) approach. Care providers from the various helping disciplines of medicine – nursing, social work, occupational therapy, physical therapy, and spiritual, dietary and bereavement counseling – form caring relationships with the patient and family in developing, implementing and evaluating a holistic plan of care that addresses the patient's and family's human-health needs. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

HHS 641 Hospice and Palliative Care II (3)

The central focus of this course is on understanding end-stage disease process in adult patients and related pain and symptom management at the end-stage of life. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

HHS 642 Hospice and Palliative Care III (3)

The focus of this course is on understanding how the end-stage of life processes affects both patient and family and how to provide professional care at this unique time of need. Emphasis is placed on understanding how education and advocacy are used as approaches for therapeutic intervention in providing support for the family and dignity for the patient experiencing the dying process. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

HSA 601 System Approach to Organizational Performance Improvement (3)

This course is designed to provide diverse students with various organizational backgrounds and experiences, including health care, a comprehensive understanding of the collaborative role system theory and various improvement themes have on organizational performance. The course will emphasize the conceptual framework of the Institute for Healthcare Improvement (IHI). The framework uses systems theory and four thematic concepts; specifically, access (appreciation for capacity and demand), interaction (the provision of conversation process), reliability (performance improvement is reproducible) and vitality (innovation and renewal of performance improvement). The principles of this interaction and various techniques are integrated and clarified through a case analysis methodology.

HSA 602 Communication and Organizational Performance Improvement (3)

This course is designed to provide students of various health care backgrounds and experiences a comprehensive understanding of the impact communication has on the success of improvement initiatives for organizational performance. The course emphasizes communication among individuals, teams and organizations. The course of interpretation, coordination and influence as it applies to the successful implementation of performance improvement themes – access, interaction, reliability and vitality – is discussed and analyzed.

HSA 603 Analytical Approaches to Organizational Improvement (3)

This course is designed to provide students of various backgrounds and experiences, including health care, with a comprehensive understanding of analytical approaches needed to meet the challenge of organizational performance improvement. The course will emphasize qualitative and quantitative assessment skills and their application to the four organizational performance improvement themes: access, interaction, reliability and vitality. This course uses real-life scenarios as cases for analysis. Students will assess organizational performance and identify issues and problems. Consistent with the Institute for Healthcare Improvement, the improvement initiatives will focus on operational changes to improve the efficiency of service delivery. These issues and/or problems will be broken down into their smallest components with an effort to maximize the improvement outcome.

HSA 604 Organizational Performance Improvement Through Change Leadership (3)

This course is designed to provide students of various background and experiences, including health care, with a comprehensive understanding of the collaborative role leadership plays on organizational performance. The course will emphasize the relationship between leadership and four organizational performance improvement themes: access, interaction, reliability and vitality. The principles of the interaction and various leadership perspectives are integrated and clarified through case analysis. Creation of organizational performance improvement plans developed by students from a variety of settings will be employed.

HSA 606 Culture, Health and Health Care (3)

This specialized elective is open to students from all graduate programs interested in the impact of culture on health and in development of culturally appropriate interventions for communities. It will build on epidemiological concepts and apply anthropological methodologies toward understanding the impact of culture on health status, service utilization and cultural conflicts between health care providers and members of ethnic communities. Prerequisite: graduate standing. Offered as needed.

HSA 613 Management in Health Care Organizations (3)

This course, for non-majors, presents the fundamentals of management that a health professional will need in filling management positions in health care organizations. The basic functions of supervision and the practical application of these skills are emphasized. Prerequisite: graduate standing or HS 101. Offered in the fall and spring semesters.

HSA 614 Introduction to Health Systems: Organization and Management (1)

This field experience is directed to entering students who have had no previous health care administration experience. The 1-credit laboratory (60 clock hours) is taken concurrently with the 3-credit Health Systems Organization and Management (HSA 615) and provides the student with the opportunity to gain an overview of how managers work within health systems. The fieldwork experience is conducted under the supervision of a qualified preceptor and program faculty. Students will relate this laboratory experience with the classroom lecture and activities. Students who need to take this course will be notified at the time of admission to the program. Offered in the fall and spring semesters.

HSA 615 Health Systems Organization and Management (3)

This course brings together students with a wide range of backgrounds and experiences as consumers, providers within health care organizations and policy makers to critically examine the organizational and management concepts that influence planning and decision making. The emphasis is on studying the various forms of health organizations as well as administrative behaviors used in adaptation and policy development. Prerequisite: graduate standing. Offered in the fall and spring semesters.

HSA 616 Human Resource Management in Health Care Organizations (3)

The course will present the design of programs for the maximizing of employee and institutional contributions in the health care service area. The course will address the grouping of professionals, paraprofessionals and skilled and non-skilled workers into an efficient and effective work group. The course will review labor relations and union organizations in the health care area and review legal aspects of personnel management. Prerequisite or corequisite: HSA 613/615. Offered in the fall and spring semesters.

HSA 648 Financial Management in Health Care Organizations (3)

This course is designed to introduce the learner to a broad range of concepts and skills involved in planning, budgeting and controlling in health care organizations. The emphasis in this course is on managerial as opposed to financial accounting and on issues carried out at the department or organizational level rather than the system level. This course is required for the long-term care certificate. Prerequisite: HSA 615 or permission of instructor. Offered in the fall and spring semesters.

HSA 649 Financial Analysis and Strategic Management of Health Care Organizations (3)

This course builds on previous HSA core courses to prepare the learner to help position and financially manage a health care organization. Application of concepts of financial management within health care organizations, including financial planning principles, reimbursement procedures, government regulations, analysis of financial statements and principles of financial planning. The strategic planning process and principles of marketing are covered. Emphasis is placed on issues related to integrated health systems and managing the health of populations. Prerequisite: HSA 648. Offered in pre-session each summer.

HSA 653 Legal and Ethical Issues in Health Care Organizations (3)

This course addresses legal and ethical issues frequently encountered by health care managers. Topics include the constitutional basis for government support of health care services and constraints that law and regulation impose on the health care industry. Bioethical theory, policy formulation and decision making in the professional setting are also included. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation, choices regarding death, liability of health care providers and governing board and medical and health care staff responsibilities. Prerequisite: HSA 615. Offered in the fall and spring semesters.

HSA 654 Health Systems Labor Relations (3)

Behavioral, economic, social and institutional forces that affect quality of union-management relations and objectives in health care facilities are studied. Analysis of relationships that influence negotiations, grievances and administration of collective bargaining agreements are included. There is a review of federal laws affecting union relations with particular emphasis on those applying to health care facilities. Prerequisite: HSA 616. Offered as needed.

HSA 657 Advanced Decision Analysis (3)

This course examines a variety of advanced quantitative methods useful for analyzing and evaluating decision making in health care systems. It is designed to improve the learner's ability to use analytical techniques now seen as necessary for formulating strategic or operative plans for a health care organization. Prerequisite: HSA 669. Offered as needed.

HSA 668 Management in Extended Care Facilities (3)

This course is a comprehensive study of the various forms of long-term health care services. Students will examine the relationship between alternate health care systems and government legislation and regulation, reimbursement strategies, ethics and technology, social responsibility and patient care. Emphasis is placed on management and administration of long-term health care delivery systems. Prerequisite or corequisite: HSA 648. Elective offered in the fall semester.

HSA 669 Improving Performance of Health Systems (3)

This course is designed specifically for managers in health care organizations who want to develop knowledge and skill in planning, measurement and communicating the performance of their organization. This course is targeted to those students who desire a master's degree in HSA and have achieved the level of knowledge and skill associated with understanding the structure and function of health care systems as well as basics in measurement as applied to planning, budgeting and controlling within organizations. Students will learn how to respond to the convergence of forces driving the study of the performance of health care systems today. The emphasis is on how to assess the performance of processes and outcomes of health care delivery systems and what to assess. Students will learn how to design, implement and evaluate the performance of their organization as well as how to contribute to and use uniform datasets. Prerequisite: HSA 648. Offered in the fall semester.

HSA 670 Health Services Consulting (3)

This course will present the learner with models for consulting in health care organizations. Concepts of both internal and external consulting will be covered. Theories underlying effective consulting will be covered. The course will also cover the elements and design of a business plan. Representatives of different types of health care consulting organizations will be guest speakers. Prerequisites: HSA 648, PSC 652, HSA 653 or permission of instructor. Offered as needed.

HSA 672 Practicum (3)

This course provides the opportunity for the application of theories and principles of classroom learning in an area of the health care system. There is a requirement of 3 credit hours (120 clock hours) of fieldwork under the supervision of a qualified preceptor and program faculty. Students meet as a group periodically during the semester. Attendance at these integrative seminars and completion of practicum objectives is required. Prerequisite: Completion of 15 hours in health services administration courses. Offered fall, spring and summer semesters.

IB 501 Theoretical Concepts in Global Economics (3)

This course introduces the fundamental theoretical concepts in international economics, including international trade and investment, industrial and economic restructuring, and technological change and innovation. Other topics include economic geography, spatial economics and the principles of locational choice for multinational firms. Prerequisite: Graduate standing.

IB 503 International Economics, Finance and Accounting (3)

This course studies the economic principles in trade and investment among nations. More specifically, topics such as the international exchange and balance of payments, the scope and significance of international investment and capital movements, and the basics of international financial accounting and reporting are explored. Prerequisite: Graduate standing.

IB 505 International Negotiation and Communication (3)

This course is designed to provide an understanding of the aspects of cultural differences among peoples in different countries that significantly affect managing businesses, communicating and marketing products or services in the global economy through the study of major economic regions of the world. Emphasis is placed on the role of managers as leaders, negotiators and facilitators in the international business environment. Prerequisite: Graduate standing.

IB 506 International Management (3)

The course covers various areas of knowledge, theories and applications of organizational behavior and human resource management in the global arena. Topics include leadership and organizational styles in different cultures, motivational techniques, managing human resources and cross-cultural training, preparing expatriates for foreign deployment, compensation and related problems in international business, and country-specific factors affecting foreign placement of company personnel. Prerequisite: Graduate standing.

IB 602 Multinational Corporate Finance (3)

This course studies the emphasis of the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions. Prerequisite: IB 503 or permission of instructor.

IB 604 International Marketing and Research (3)

This course is a study of how international business variables affect the marketing process. Emphasis is placed on the mechanics and strategies of international marketing including export and non-export entry modes. The course focuses on product, pricing, promotion and distribution decisions in a global marketplace. Prerequisite: IB 505 or permission of instructor.

IB 605 Legal Environment in International Business (3)

The course investigates international trade organizations, conferences, treaties, export regulations, antitrust laws, securities regulations in the international environment, the Foreign Corrupt Practices Act, laws that provide protection against unfair competition from foreign goods, and laws that provide economic relief to those affected by import competition. Prerequisite: IB 503 or permission of instructor.

IB 607 Global Supply-Chain and Logistics Management (3)

This course examines the escalating importance of international logistics and transportation in world commerce. It emphasizes the importance of increasingly complex global supply-chain and product distribution management. Transportation and logistics issues such as export management and documentation, distribution and traffic management are also discussed. Prerequisite: IB 501, IB 503 or permission of instructor.

IB 608 Multinational Strategic Management (3)

This course is an advanced study in global strategic management that allows students to apply and extend skills learned in earlier international business theoretical and functional courses. Students relate recent innovations in international operations management and information technology to business strategy and integrate "core" management courses in organization, leadership, strategy, marketing, accounting, finance and cross-cultural concepts from the perspective of a business executive. Prerequisites: IB 602, IB 604 or permission of instructor.

IB 610 Multinational Financial Reporting (3)

This course is a study of the accounting aspects of international business. Topics include comparative international accounting systems, practices, reporting and taxation. This course also includes a discussion of the need for and uses of relevant accounting information by managers for planning, forecasting, budgeting and decision making in a global competitive business environment. Prerequisite: IB 602 or permission of instructor.

IB 614 Current Issues in International Business

This course provides an in-depth knowledge of current work issues, selected topics, specific problems and issues, or analysis of geographical areas of prominence in international trade and investment. Prerequisites: IB 602, IB 604, IB 605, IB 607 or permission of instructor.

IB 620 International Business Fieldwork (9)

This course allows students the opportunity to apply international business knowledge and skills in real-world settings. Assignments include positions in multinational corporations, government agencies and other institutions in the U.S. or abroad. Fieldwork assignments will be arranged on an individual basis. Prerequisite: Good academic standing per academic regulations or permission of instructor.

NUR 603 Community Health Nursing – Optimum Health (3)

This course considers the organization and changes of families, groups and communities relative to health-related factors. It focuses on health promotion and health maintenance using a nursing theory. Aggregate health data are analyzed to draw inferences about prevalent health problems and health risks in the community. Usual and alternate systems of health care delivery and nursing practice models are discussed. Clinical practicum of 60 hours of nursing practice with a client group is required. Prerequisites or corequisites: SOC 600, GRA 600. Offered in the fall semester.

NUR 604 Community Health Nursing – Episodic Health Restoration (3)

In this course consideration of episodic health restoration of families, groups and communities is presented with a focus on health-related factors, such as vulnerability, stress, crisis, coping, risk and hazardous choices leading to the actual or potential need for episodic health restoration. Nursing theory is used to analyze the health of families, groups and communities in need of health restoration activities. Criteria for evaluating the effectiveness of the intervention nurse are developed. Emphasis is on utilization of nursing and related theories to mobilize a group to restore its health status. Entrepreneurship in nursing and quality assurance models are explored. Clinical practicum of 60 hours of nursing practice with a client group is required. Prerequisite: NUR 603. Offered in the spring semester.

NUR 605 Community Health Nursing – Continuous Health Restoration Promotion and Maintenance (3)

In this course consideration is given to continuous health restoration, promotion and maintenance of families, groups and communities with a focus on groups experiencing high risk, limiting choices, stigma, immobility, powerlessness, loss, isolation and lack of options. Analysis of continued health restoration promotion and maintenance in the community is done using nursing theory. Criteria for evaluating the effectiveness of the intervention of the nurse are developed. Emphasis is on utilization of nursing and related theories to draw inferences about limiting choices with continuous health restoration and about the impact of innovative nursing models. Comprehensive multidisciplinary approaches to develop community programs providing continuity of care are explored. Clinical practicum of 60 hours of nursing practice with a client group is required. Prerequisite: NUR 603. Offered in the fall semester.

NUR 609 Professional Role Development (3)

This course presents a critical analysis of the nursing profession in its broadest sense as an essential human service influenced by the social, economic, political, cultural and environmental forces and trends of the times. Roles and responsibilities of the advanced practice nurse and interdependent, collaborative functions within the health care system are explored. Prerequisite: graduate standing. Offered in the fall and spring semesters.

NUR 610 Project Seminar (2)

The course is a discussion of current nursing practice, nursing education or nursing administration challenges or needs in the profession. The course includes the identification and delineation of a project concept and the development of a project proposal. Offered in fall and spring semesters.

NUR/GRA 623 Addictions Nursing I (3)

This course considers the nature and extent of addiction problems, including substance abuse, alcoholism, nicotine dependency, eating disorders, sexual activities and gambling as they relate to individuals across the lifespan, families, groups and communities. It also addresses the role of nurses in health promotion, primary prevention and the assessment processes for early detection of cues of these problems, especially with high-risk and underserved populations. Offered as needed. (Listed as GRA for addictions certification students.)

NUR/GRA 624 Addictions Nursing II (3)

This course considers the progression of health problems related to addictions, as well as the treatment modalities useful in the care of clients with addictions, and the patterns of and responses to addictions within families, groups and communities. It highlights the development of effective research-based nursing theory models for the delivery of secondary prevention programs, especially methods for promoting early diagnosis, facilitating entry into treatment and planning safe detoxification programs. Management issues in dealing with impaired professional practice are emphasized. Offered as needed. (Listed as GRA for addictions certification students.)

NUR/GRA 625 Addictions Nursing III (3)

This course considers the advanced progression of health problems related to addictions, as well as intervention with clients with addictions, dual diagnoses and other long-term health problems. It highlights the development of effective research-based nursing theory models for the delivery of tertiary prevention programs, especially methods for supporting rehabilitation, reentry and relapse prevention for individuals, families, groups and communities. Offered as needed. (Listed as GRA for addictions certification students.)

NUR 629 Project Advisement (1-3)

This course provides a systematic development of a project designed to address a specific challenge or need of the profession. Projects can address nursing practice, nursing education or nursing administration concerns. A project is designed, implemented and evaluated according to department of nursing guidelines. Prerequisite: NUR 610.

NUR 630I Professional Nursing VII (3) and

NUR 630II Professional Nursing VII (2)

These capstone courses focus on developing knowledge and expertise in a specific area of nursing as selected by each student. Application of theory to promote, restore and maintain health for clients is emphasized. The roles of the advanced practice nurse as a primary care giver, advocate, consultant, researcher, manager, entrepreneur and educator within the health care system are addressed. The ethical, cultural, environmental, epidemiological, political, economical and total quality improvement factors affecting the health of the clients and the health care system will be synthesized as the concepts of managing care are explored. Prerequisites: NUR 450 or NUR 460RN, NUR 609 and GRA 600. Corequisites: NUR 630L, GRA 601, SOC 600. NUR 630I is offered in the fall semester; NUR 630II is offered in the spring semester.

NUR 630LI Professional Nursing Clinical VII (2) and

NUR 630LII Professional Nursing Clinical VII (2)

These capstone clinical courses focus on developing expertise in advanced nursing practice within a specific area of nursing as selected by each student. Application of theory to promote, restore and maintain health while providing care to clients is emphasized. Developing skill in functioning within a variety of roles – such as manager, educator, consultant and researcher – within a specific health care setting will be addressed. Facilitating change to promote quality outcomes of care will be explored. Prerequisites: NUR 609, NUR 450L, NUR 460RNL and GRA 600. Corequisites: NUR 630 I or II, SOC 600 and GRA 601. NUR 630L is offered in the fall semester and NUR 630LII is offered in the spring semester.

NUR 631 Advanced Health Assessment (3) and

NUR 631L Advanced Health Assessment Lab (1)

This course is designed for the graduate nursing student preparing for the family nurse practitioner role. Students learn how to competently perform and document a complete history and physical for people of all ages. Opportunities to practice their developing health assessment skills are provided in the on-campus lab. Prerequisite: completion of a baccalaureate level health assessment course or equivalent. Offered in the fall and spring semesters.

NUR 632 Advanced Pharmacology (3)

Designed for the graduate nursing student preparing for family nurse practitioner practice, this course provides advanced concepts of pharmacology. These include the actions, usual dosages, absorptions, distributions and side effects of commonly prescribed drugs. Legal and ethical issues related to prescription writing are included. This course meets the requirements of New York State for nurse practitioner licensure. Prerequisite: successful completion of an undergraduate pharmacology course or equivalent. Offered in the spring semester.

NUR 633 Advanced Physiology and Pathophysiology (3)

Designed for the graduate nursing student preparing for family nurse practitioner practice, this course utilizes a systems approach to the study of normal human physiology. Variations of normal physiology are explored in relation to adults and children experiencing a wide range of health concerns. Prerequisite: successful completion of an undergraduate pathophysiology course or equivalent. Offered in the fall semester.

NUR 634 Health Promotion and Primary Care of Children and Families (3)

This course was developed for the family nurse practitioner student preparing to work with children. This course provides the theoretical knowledge necessary to make sound clinical decisions. Advanced level normal growth and development will be presented, along with common variations from health. The role of the N.P. in the health promotion of children within the family system will be stressed. Care of children and families from diverse ethnic backgrounds will be explored. Prerequisites or corequisites: NUR 631, NUR 631L, NUR 633. Offered in the fall semester.

NUR 635 Health Promotion and Primary Care of Women and Families (3)

This course was developed for the family nurse practitioner student preparing to work with women and the childbearing family. The course provides the theoretical knowledge necessary to make sound clinical decisions when providing primary health care to women and childbearing families. Advanced level normal growth and development will be presented, along with common variations from health. The role of the N.P. in the health promotion of women and pregnant women within the family system will be stressed. Care of women and families from diverse ethnic backgrounds will be explored. Prerequisites or corequisites: NUR 631, NUR 631L, NUR 633. Offered in the fall semester.

NUR 637 Health Promotion and Primary Care of Adults (3)

This course was developed for the family N.P. student preparing to work with adults. It provides the theoretical background necessary to make sound clinical decisions. The role of the N.P. in health promotion and treatment of health problems will be stressed. Nursing care of adults from a wide variety of ethnic backgrounds will be explored. The special needs of aging clients will also be stressed. Prerequisites or corequisites: NUR 631, NUR 631L, NUR 632, NUR 633. Offered in the spring semester.

NUR 638 Family NP Clinical Practicum in Pediatrics (3)

Students will complete 200 hours of guided clinical experiences providing primary health care to pediatric patients. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed. Prerequisites: NUR 631, NUR 631L, NUR 632, NUR 633, NUR 634. Offered in the spring semester.

NUR 639 Family NP Clinical Practicum in Women's Health Care (3)

Students will complete 200 hours of guided clinical experiences providing primary health care to women of all ages. The childbearing cycle will be included in this practicum. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed. Prerequisites: NUR 631, NUR 631L, NUR 632, NUR 633, NUR 635. Offered in the spring semester.

NUR 640 Family NP Clinical Practicum in Adult Health (5)

Students will complete 300 hours of guided clinical experiences with adult patients. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed. Prerequisites: NUR 631, NUR 631L, NUR 632, NUR 633, NUR 637. Offered in the fall semester.

NUR 650 Holistic Nursing Practice I (3)

This course presents the theory and research foundation for understanding the discipline of holistic nursing practice. Nursing science is explained from a human science perspective. Holism is presented as a paradigm or world view. Students are introduced to the concepts of holism, healing, transpersonal human caring, body-mind healing, spirituality and energetic healing. The holistic nursing process is demonstrated using the bio-psycho-social-spiritual approach to care. A comparison and contrast is made between the allopathic and holistic care models. Nursing ethics, theory and research are investigated as they relate to holistic practice. The central focus of the course is on understanding the role of the nurse as an instrument of holistic healing. This course includes a required 45-hour clinical practicum. Offered as needed.

NUR 651 Holistic Nursing Practice II (3)

This course presents the need for understanding cultural diversity and care as it relates to holistic nursing practice. Therapeutic communications expressed from the holistic perspective as the art of helping is presented. The central importance of appropriate relationships is explored, both objective and subjective to the healing process. Emphasis is placed on the nurse, recognizing the need for self-assessment and self-reflection as they relate to implementing holistic healing interventions. Use of cognitive therapy, nutrition, movement, exercise and environmental influences as they relate to holistic nursing practice are investigated. This course has a required 45-hour clinical practicum. Offered as needed.

NUR 652 Holistic Nursing Practice III (3)

This course provides theory and practice knowledge related to providing holistic nursing care to individuals, groups and families. Emphasis is placed on translating the following holistic healing modalities and concepts into practice including laughter using play and humor, relaxation, imagery and hypnotherapy, music therapy and touch therapy. Methods for weight management and smoking cessation are presented. Holistic practice approaches for addressing incest and child abuse and violence and for the management of the human health experience as it relates to death and grief are investigated. Offered as needed.

OT 501 Occupational Therapy Process and Theoretical Foundations I (2)

This course is an introduction to the profession of occupational therapy and the occupational therapy process. A historical perspective of the O.T. profession's development and the theoretical bases, its professional ethics and regulations, and the role of O.T. in society are covered. An introduction to the roles of occupational therapy personnel and how, as professionals, the code of ethics and professional credentials relate to practice. Students will be introduced to the theory, philosophy and research that guide practice. Current and potential environments for O.T. practice will be discussed. (2 hour lecture.) Prerequisite: O.T. major.

OT 506 Occupational Development I (4)

This course consists of a study of normal occupational, neuromuscular, motor, sensory, perceptual, cognitive and psychosocial development from birth to adolescence. It includes analysis of occupation as a facilitator and marker of human development. An introduction to occupational science and an in-depth exploration of the Occupational Therapy Practice Framework, domain and process is provided. The lab includes observation of developmental markers and task analysis of developmentally appropriate occupations. (3 hours lecture, 2 hours lab.) Prerequisite: O.T. major.

OT 509 Medical and Social Conditions I (2)

Provides an overview of selected medical and social conditions that affect engagement in occupation across the lifespan. Topics include selected developmental, musculoskeletal and mental health conditions and disabilities, and social conditions that affect development such as child abuse/neglect, poverty and educational level. (2 hour lecture.) Prerequisite: O.T. major.

OT 510 Medical and Social Conditions II (2)

Provides an overview of selected medical and social conditions which affect engagement in occupation across the lifespan. Topics include selected neurological, cardiopulmonary and medical conditions and disabilities. End-of-life issues are addressed. Social conditions such as unemployment, family structure and elder abuse are discussed. The impact of environmental conditions on health is also addressed. (2 hour lecture.) Prerequisite: O.T. major.

OT 512 Occupational Development II (4)

This course includes a study of normal occupational, physical, cognitive and psychosocial neuromuscular development from young adulthood to senescence. It emphasizes occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. The lab includes analysis of developmentally appropriate occupations and application of principles of ergonomics. (3 hours lecture, 2 hours lab.) Prerequisite: O.T. 506.

OT 514 Interpersonal Skills (2)

This course includes a study of selected interpersonal communication theories and skills that are the foundation of effective professional relationships and therapeutic use of self. The course includes discussion, skill building and role-playing with critiquing. (1 hour lecture, 2 hours lab.)

OT 515 OT Delivery Systems (2)

This course is an examination of delivery models in which occupational therapists function. The health care system will be included, as will the educational system, the social system and the community. Examples of O.T. programs will be presented within each system of delivery and delivery model that affects O.T. practice. Traditional and non-traditional models of delivery of O.T. services will be described. (2 hour lecture.) Prerequisite: O.T. major.

OT 517 Group Process (2)

This course includes a study of selected group process theories and skills that are the foundation of effective group relationships, therapeutic use of self and group leadership. The course includes discussion, skill building and role-playing with critiquing. (1 hour lecture, 2 hours lab.) Prerequisite: O.T. major.

OT 519 Functional Anatomy (5)

This course includes a study of human anatomy with emphasis on the musculoskeletal and nervous systems. It integrates human anatomy with analysis of movement including measurement of action, movement within a task and biomechanics. The course includes lab and lecture. The lab includes gross anatomy prosections, CD-ROM, recitation and experiential kinesiology. (3 hours lecture, 4 hours lab.) Prerequisite: BIO 107 and BIO 108 or Admission to MS Program.

OT 520 Neuroscience for Rehabilitation (5)

A study of the anatomy and physiology of the nervous system, neurological factors underlying dysfunction and occupational therapy approaches to treatment. It integrates neuroanatomy and physiology with movement, sensation, cognition, perception and psychological function. Selected practice models addressing psychosocial, pediatric and adult physical disabilities will be studied. Course includes lecture and lab. Lab and recitation includes neuroanatomy models, neurophysiology CD-ROM, recitation, guided practice on selected therapy techniques and treatment planning based on case studies. (3 hours lecture, 4 hours lab, 1 hour recitation.) Prerequisite: OT 519.

OT 521 Fieldwork Seminar I (0)

This seminar is designed to introduce students to the fieldwork process and to prepare them for fieldwork selection. (1 hour per week.) Prerequisite: O.T. Major.

OT 524 Research Seminar (2)

This seminar introduces students to the entire thesis/project process required to complete the master's degree in O.T. Students will be introduced to the O.T. faculty's research and project areas of interest. Students are expected to develop a researchable question, research topic or idea suitable for a master's thesis or project in occupational therapy. Students are expected to use library skills and techniques to search computer databases and journal indexes to assist in the completion of a literature review. The use of the American Psychological Association's (APA) style guide is required in development of parts of the research proposal (2 hour seminar). Prerequisites or corequisites: OT 501, OT 525.

OT 525 O.T. Process and Theoretical Foundations II (2)

This course is an introduction to the theories, philosophies and research that guide practice in O.T. Pediatric (referring to both children and adolescents) practice environments will be described and pediatric models will be studied. (2 hour lecture.) Prerequisite: OT 501.

OT 527 O.T. Methods of Evaluation and Documentation I (2)

This course is an introduction to the principles and techniques of O.T. evaluation and documentation. The evaluation process, types of assessments and the interpretation and documentation of evaluation data pertinent to pediatric practice will be included. (1 hour lecture, 2 hours lab.) Prerequisites: OT 501, OT 509, OT 510, OT 512, OT 514.

OT 529 Child and Adolescent Intervention (4)

This course provides an application of O.T. concepts and processes to prevent and remediate occupational role dysfunction in individuals from infancy through adolescence. It includes exploration and application of selected therapeutic methods, strategies and techniques. The laboratory includes guidance and practice in treatment methods. Level I fieldwork experience with children and adolescents is included. (3 hour lecture, 2 hour lab, 25 hours Level I fieldwork distributed throughout the semester.) Prerequisites or corequisites: OT 501, OT 509, OT 510, OT 512, OT 520, OT 525.

OT 621 Project Seminar I (2)

The first project seminar course provides the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study. Students work closely with the instructor to investigate, formulate and describe, in the proper format, a research study, which each student will subsequently implement. The instructor serves as research supervisor for each student enrolled in the section. (2 hour seminar.) Prerequisite: GRA 600, GRA 601.

OT 622 Project Seminar II (2)

This course provides the framework and support system needed to allow students to implement, analyze and document a viable research project. (2 hour seminar.) Prerequisite: OT 621.

OT 632 Fieldwork Seminar II (0)

This seminar is designed to prepare students for fieldwork experiences and responsibilities. Personal and professional behaviors required on fieldwork are discussed. Strategies for success in fieldwork are offered. (1 hour per week.) Prerequisite: OT 521.

OT 633 OT Methods of Evaluation and Documentation II (2)

This course is a continuation of OT 527 and offers an in-depth study of the evaluation and documentation principles and procedures used by occupational therapists. The evaluation process, types of assessments and the interpretation and documentation of evaluation data pertinent to occupational therapy practice with adults and elders is studied. (1 hour lecture, 2 hours lab.) Prerequisite: OT 527.

OT 634 Adult and Geriatric Intervention (4)

This integrated theory and practice course examines OT models and techniques for prevention and remediation of role dysfunction and maintenance of competence and adaptation in individuals from adulthood through senescence. It includes exploration of related research and introductory and advanced therapeutic assessments and techniques. The laboratory includes guidance and practice in the implementations of assessment and treatment methods. Level I fieldwork experience with adults and/or elders is included. (2 hour lecture, 3 hour lab, 25 hours Level I Fieldwork distributed throughout the semester.) Prerequisite: OT 633.

OT 635 OT Process and Theoretical Foundations III (2)

This course is a continuation of the study of the theories, philosophies and research that guide occupational therapy practice. Adult and geriatric practice environments and practice models are studied. (2 hour seminar.) Prerequisite: OT 525.

OT 640 Clinical Fieldwork I (4)

This course allows an in-depth Level-II fieldwork experience that is integral to and consistent with the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas in which an O.T. may or may not be on-site/employed. (Full time, 12 weeks.) Prerequisites: OT 515, OT 527, OT 529, OT 632, OT 633, OT 634, OT 635.

OT 641 Clinical Fieldwork II (4)

This course allows an in-depth Level-II fieldwork experience that is integral to and consistent with the curriculum design of the program. Level-II fieldwork can take place in a variety of traditional or emerging practice areas in which an O.T. may or may not be on-site/employed. [Full time, 12 weeks.] Prerequisites: OT 515, OT 527, OT 529, OT 632, OT 633, OT 634, OT 635.

OT 643 Management of Occupational Therapy Services (3)

This course is an advanced in-depth analysis of the knowledge and practical skills required for the application of the principles of management within the various systems in which the provision of occupational therapy services to individuals and organizations takes place. Students participate in interactive distance learning activities on the Internet and perform independent learning activities and assignments while on Level-II fieldwork. Students are in contact via electronic communication with faculty and fellow classmates and engage in group discussions and project activity related to course material. (3 hours Internet activities per week.) Prerequisite or corequisite: OT 641.

OT 689 Professional Issues (2)

This course involves critical analysis of current professional issues specific to the delivery of services provided by occupational therapists functioning in a variety of systems and roles. (2 hour seminar.) Prerequisite: OT 640.

OT 690 Community Practice (1-3)

This is an advanced practicum in a community- or education-based setting for the purpose of exploring new, non-traditional or specialty applications of occupational therapy knowledge and skills. Requirements are based on a contract negotiated between the student and the preceptor and approved by the course coordinator. Individuals with a variety of professional backgrounds and education levels may serve as preceptors. [Practicum (variable 5-15 hours per week) and 1-hour seminar per week.] Prerequisite: OT 640.

PHI 600 Philosophical Methods (3)

This course examines the historical development of metaphysical and epistemological methods: existentialism, phenomenology and analytic philosophy. Prerequisite: Graduate standing or permission of instructor. Offered in the fall and spring semesters.

PHI 609 Ethics in Health Care (3)

This course addresses ethical issues frequently encountered by health care managers. Topics considered include bioethical theory, policy formation and decision making in the professional setting. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation and choices regarding death. Prerequisite: Graduate standing. Offered in the spring semester.

PSC 652 Politics and Economics of Health (3)

This course examines the relation of government and economics to the health care systems from the perspective of regulations and financial provisions. It looks at national, state and local political struggles and alternatives and policy issues such as cost containment and national health insurance. Prerequisite: Graduate standing. Offered in the fall and spring semesters.

PT 500 Basic Skills I (4)

This course introduces the student to clinical skills essential for practice entry. In a laboratory/clinical setting, students receive instruction, practice and skill evaluation in the performance of patient mobilization activities (transfers, ambulation, wheelchair mobility, ROM exercise, etc.). Students will receive instruction in evaluation skills including manual assessment of muscle strength, joint mobility, vital signs, perceived exertion and functional examination including upper and lower quadrant screening. Related concepts include value clarification, professional communication (verbal and nonverbal), documentation and patient, family and community education as well as an analysis of long-term and subacute care settings as a part of the health care system. (Seminar/lab, includes 2 weeks of clinical fieldwork.) Prerequisites: Competency in medical terminology, C.P.R. and OSHA training.

PT 503 Clinical Orientation Seminar I (0)

This course consists of both lecture and seminar formats that covers the administration of the Clinical Education portion of the physical therapy curriculum. Clinical site selection for PT 574 (first clinical rotation) will take place following a lottery draw. The class will have the opportunity to ask questions and discuss the clinical experience, the Clinical Education Manual, and the Clinical Performance Instrument, that will be used as the evaluation tool by their clinical instructors. Students will engage in discovering their individual learning styles & personality profiles using various on-line instruments.

PT 504 Clinical Orientation Seminar II (0)

This course consists of both lecture and seminar formats that covers the administration of the Clinical Education portion of the physical therapy curriculum. Policies and procedures will be reviewed. Topics of relevance to the clinical education portion of the program will be discussed. Clinical site selection for senior level rotations (PT 674, PT 675) will take place following a computerized lottery draw.

PT 505 Introduction to PT and Health Care Systems (1)

This course introduces the student to knowledge essential for practice entry. Discussion topics include health care systems (dominant U.S. and world models), definition of the health care professional in general, and specifically the physical therapist (P.T.) including scope of P.T. practice, the APTA standards of practice, the practice guide, and code of ethics. Class discussions are generated from assigned readings and fieldwork experiences in PT 500: Basic Skills I. Corequisite: PT 500.

PT 507 Health and Wellness (1)

This course provides an introduction to the concepts of health, health beliefs, goals of the World Health Organization and Healthy People 2010, analysis of personal health behaviors, and the role of physical therapists in promoting and planning for personal and community health programs, and population health initiatives with emphasis on fitness and nutrition (integrated lecture and lab). (Includes out of class activity).

PT 509 Life Span Development (3)

Physical, cognitive, and psychosocial aspects of normal human development are presented as they relate to physical therapy practice. This course covers the period from conception to death with emphasis on the aging adult. Prerequisites: PT 603 & PT 507.

PT 510 Basic Skills II (4)

This course builds on knowledge and skills acquired in Basic Skills I. Practice competencies include, but are not limited to the therapeutic use of physical agents, integumentary assessment (e.g., wound care), pulmonary assessment and hygiene, massage, edema control and functional activity assessments. Demonstration of competency in basic skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective educational techniques. (Seminar/lab, includes two weeks of clinical field work). Prerequisites: PT 500 & PT 603. Corequisite: PT 515.

PT 513 Patient/Client Management Orthopedic Physical Therapy I (5)

This course provides the foundation for physical therapy examination and treatment of individuals' spinal dysfunction. Concepts include pathokinesiology of the spinal articulations, as well as muscle balance theory and application. Clinical skills development includes subjective examination, palpation techniques, screening tests for soft tissue and articular derangement disorders, neurologic testing, testing of active, passive and resisted movements of the spine, and related therapeutic intervention including exercise prescription, muscle energy techniques, prophylactic back and neck care, application of physical agents and manual techniques. At the conclusion of the course, the student will be able to critically analyze movements in individuals with spinal joint dysfunction. (Lecture/seminar/lab). Prerequisites: PT 500, PT 507 & PT 603 (cross-registered as PT 531).

PT 515 Integration Seminar I (1)

This course has two goals: first, to prepare students for their first extended clinical experience and second to introduce students to a concept of clinical decision-making that is theory and scientific-evidence based. Prepared case studies as well as actual cases encountered in fieldwork are framed using the APTA Practice Guide. Students have the opportunity to present original and group work for critical analysis by peers, the course instructor and invited clinical experts (seminar). Corequisite: PT 574.

PT 547 Pharmacology for Rehabilitation Specialists (1)

Trends in pharmacological management of acute and chronic conditions related to rehabilitative sciences including physical therapy, occupational therapy, speech therapy, and related disciplines are discussed. Content addresses action, interactions, precautions, and side effects of drug interventions in the rehabilitative management of patient/clients.

PT 574 Clinical Field Work II (4)

This is the first senior-level clinical experience. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting and therapeutic intervention. The preferred setting is a general hospital or rehabilitation setting that provides a continuum of patient care. (Supervised clinical practice). Prerequisites: PT 500, PT 505, PT 507, PT 603, PT 509, PT 513 and permission of program faculty. Corequisite: PT 515.

PT 603 Critical Thinking and Critical Reasoning (2)

This course prepares students to critically analyze and apply theory and scientific evidence to clinical practice. Using a clinical decision-making model described in the Guide to Physical Therapist Practice, students synthesize related theory and published research to plan present rationale for evidence-based practice. Class activities include literature searches and systematic critical analysis of research studies. Students are also introduced to professional literature addressing economic analysis of outcomes. (2 lecture hrs.)

PT 604 Clinical Orientation Seminar III (0)

This course consists of both lecture and seminar formats that covers the administration of the Clinical Education portion of the physical therapy curriculum. The class will have the opportunity to ask questions and discuss their previous clinical experience and the Clinical Performance Instrument that is used as the evaluation tool by their clinical instructors.

PT 605 Neurodevelopmental and Neuromuscular Physical Therapy (6)

This course provides the foundation for physical therapy examination and treatment of individuals with emphasis on neuromuscular and other chronic disabling conditions in both pediatric and adult populations. Related pathologies include head injury, spinal cord injury, chronic progressive disorders, peripheral neuropathies, and selected disorders of the integumentary, hematologic/oncologic and endocrine systems. Settings include ICU, CCU, acute general hospital, and transition to home or extended care. Concepts include: family dynamics, multi-setting interventions, advocacy and consultation. Identification of environmental risks will be explored. (Lecture/lab). Prerequisites: PT 500, PT 505, PT 507, PT 509 and PT 603.

PT 612 Community Health and Wellness Through the Lifespan (2)

This course addresses health and wellness concepts through the life span. Students are introduced to the role of a physical therapist as an educator, advocate and consultant. Content includes health beliefs, the impairment model (IDDM), self-efficacy model, cultural influences, considerations related to age and stage of life (focus on gerontology), and death and dying as part of the continuum of life passages (normal and acute grief, mourning, fears and concerns of the dying person, hospice, living wills and health advocate). Application of prevention and wellness strategies within the scope of physical therapy practice is explored. Clinical topics include fitness for life (individual fitness planning, work-based fitness programs, school-based fitness programs), screening programs (early intervention programs, scoliosis, blood pressure and pulse screening, athletics/preventing pediatric/adult athletic injuries), falls prevention, back school, ergonomics related to chronic use syndromes and work hardening programs, and marketing and administration of community programs. Prerequisites: PT 603 and PT 507.

PT 613 Patient/Client Management Orthopedic Physical Therapy II (5)

This course provides the foundation for physical therapy examination and treatment of individuals with musculoskeletal dysfunction related to the extremities. Concepts include pathokinesiology of the extremity articulations, as well as muscle balance theory and application. Clinical skills development includes subjective examination, palpation techniques, screening tests for soft tissue and articular derangement disorders, neurologic testing, testing of active, passive and resisted movements of the extremities, and related therapeutic intervention including exercise prescription, muscle energy techniques, application of physical agents and manual techniques. At the conclusion of the course, the student will be able to critically analyze movements in individuals with extremity musculoskeletal dysfunction. (Lecture/lab/seminar). Prerequisites: PT 513.

PT 615 Integration Seminar II (1)

Electronic communications link clinical experts with student groups for discussion of case presentations relevant to concurrent clinical courses. Prerequisites: PT 603, PT 510, PT 574. Corequisites: PT 605, 612, 613.

PT 617 Rehabilitation Physical Therapy I (2)

This course provides the foundation for physical therapy rehabilitation. Concepts include the role of the physical therapist as a clinician, an educator, advocate, and consultant, patient rights, team approach, access of community resources, reimbursement issues, referral, and delegation. Practice settings include short-term and long-term rehab, home care, community programs, day care & respite care. Related pathologies include peripheral vascular disease, diabetes, vestibular system dysfunction, traumatic burns, amputation and prescription and management of orthotics and prosthetics. (Lecture/seminar/lab). Prerequisites: PT 507, PT 603, and PT 510.

PT 618 Rehabilitation Physical Therapy II (2)

This course builds on the concepts of physical therapy rehabilitation introduced in PT617. Concepts include the role of the physical therapist as a clinician, educator, advocate and consultant. Case management topics include rehabilitation clients with multiple medical, cognitive or social problems, amputations, long-term management of neurological disorders, arthritis and spinal cord injury. (Lecture/seminar/lab). Prerequisite: PT 617.

PT 621 Project I (2)

This course provides the framework and guidance for students to formulate a proposal for a viable research investigation or an applied project of equivalent scholarly rigor. Conducted in a seminar format, students work closely with the instructor/advisor to investigate, formulate and describe a research study or project. At the completion of this course, students will submit an approved proposal for graduate research or project. Project requirements include evidence of ability to manage a project, research and critically analyze scientific knowledge related to the project topic, disseminate information in written form and demonstrate advanced knowledge in a skill or area of content. Prerequisite: PT 603.

PT 622 Project II (2)

Students work closely with the project advisor to complete a project proposal, which was approved in PT 621. Project completion is dependent on completion and formal presentation of the project product. Prerequisite: PT 621 and permission of instructor.

PT 623 Integration Seminar III (1)

Electronic communications link clinical experts with student groups for discussion of case presentations relevant to concurrent clinical courses. Corequisites: PT 617 and PT 619.

PT 631 Advanced Orthopedics Spine (2)

This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the spine. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 631S Advanced Orthopedic Spine Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to spinal mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentations. Students generate a case report suitable for publication. Corequisite: PT 631.

PT 632 Advanced Orthopedics Extremities (2)

This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the extremities. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 632S Advanced Orthopedics Extremities Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to extremity mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication. Corequisite: PT 632.

PT 633 Neuromuscular Mobilization (1)

This course presents evaluation and treatment strategies specific to neuromuscular mobilizations. Format includes lecture, demonstration, supervised lab practice and problem solving. Prerequisite: PT 631.

PT 633S Neuromuscular Mobilization Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to neuromuscular mobilization. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstrative video. Prerequisite: PT 631, Corequisite: PT 633.

PT 634 Spinal Manipulation (1)

This course presents evaluation and treatment strategies specific to spinal manipulation. Format includes lecture, demonstration, supervised lab practice and problem solving. Prerequisites: PT 631, PT 631S, PT 632, and PT 632S.

PT 634S Spinal Manipulation Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to spinal manipulation. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstration video. Prerequisites: PT 631, PT 631S, PT 632, and PT 632S. Corequisite: PT 634.

PT 635 Exercise Strategies for Muscle Imbalances (1)

This course presents evaluation and treatment strategies specific to management of muscle imbalance disorders. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 635S Exercise Strategies for Muscle Imbalances Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to extremity mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstration video. Corequisite: PT 635.

PT 552 Cardiopulmonary Evaluation and Treatment (3)

This course explores the principles and techniques of cardiac, pulmonary and metabolic intervention. The lab experience will include cardiopulmonary assessment, exercise testing and exercise planning. (Lecture/lab/seminar). Prerequisites: PT 500, PT 505, PT 507, PT 509 and PT 603.

PT 660 Clinical Residency (2)

This course is a structured clinical experience, which allows the certificate student clinicians the opportunity to apply and master skills acquired during their course of study in a supervised clinical environment and through review of case studies via distance learning. Prerequisite: Matriculation into manual physical therapy certificate program and permission of instructor.

PT 670 Teaching Practicum (1)

Observation, participation and practice in teaching related to the role of the physical therapist as an educator. Concepts include directed study in applied educational theory. Prerequisite: permission of instructor.

PT 674 Clinical Fieldwork III (3-4)

This course provides a clinical experience, allowing students to apply entry-level physical therapy skills in a selected practice setting under the supervision of a qualified clinician. Prerequisites: PT 605, PT 613, PT 617, PT 619, PT 623; PT 574, and permission of program faculty. Corequisite: PT 625.

PT 675 Clinical Fieldwork IV (3-4)

Continuation of PT 674: Clinical Fieldwork III. Corequisite: PT 626.

PT 689 Differential Diagnosis (3)

Through this course and its course sections, students have the choice to explore practice areas based on professional and personal interest. Course sections identify selected practice foci for physical therapy practice that are not addressed in the required program curriculum. Clinical experts in an area of practice serve as course instructors. Format: delineated in course section. (Prerequisites: Year 5 or Year 6 status in the major and as specified by course section (1 credit of seminar or lecture = 15 contact hrs, 1 Lab credit = 22.5 contact hrs.)

PT 703 Client Education, Advocacy and Consultation (3)

This seminar course is designed to advance client educator skills and explore advocacy and consultative roles within the context of rehabilitative science. Once students have knowledge of the applied theory and concepts related to these roles, they present and peer review applications of this knowledge. Format: Course initiated as computer-assisted and web-based learning and continues in modular format on campus. Course concludes as distance learning. Format: web-based seminar. (Prerequisite: Year 6 status in the major or PI)(3 seminar hrs.)

PT 710 Integration Seminar IV (2)

This is the last of four integration seminar courses that are offered in the DPT curriculum. These seminars are offered concurrently with clinically-based academic courses and/or clinical fieldwork experiences. In the first half of the seminar, electronic communications link faculty and clinical experts with students for discussion of student-generated case reports and delivery environment analysis relevant to concurrent fieldwork. Format: dl seminar (Prerequisites: PT 623, Corequisite: PT 720)(2 seminar hrs.)

PT 712 Portfolio Seminar (1)

Portfolio is the capstone demonstration of competency master for the degree. The purposes of portfolio are to validate learning and to provide an opportunity for further learning through scholarly reflection. In this seminar Portfolio Part 1 is organized for presentation, peer reviewed, submitted and evaluated. Prerequisites: Graduate Year 2 status in the major.

PT 713 Portfolio Advisement (1)

This course builds on the skills acquired in PT 712. Students develop, peer review and submit for evaluation Portfolio Part 2. Students also have the

opportunity to serve in a mentor role for more junior PT majors who are engaged in early Portfolio development. Prerequisites: PT 712

PT 720 Clinical Fieldwork (7)

This 14-week advanced-level clinical fieldwork concludes DPT program required clinical experience. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a chosen fieldwork experience, immediately prior to practice entry. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a facility that provides a continuum of patient care in a venue related to the student's individual professional development plan, negotiated with the program Academic Clinical Education co-coordinator (ACCE). Electronic communications link faculty and clinical experts defined student groups for discussion of case presentations in a concurrent integration seminar, PT 626. Format: 14 weeks, full time field work. Corequisite: PT 626) Program required course. (14 weeks)

PT 726 Applied Critical Analysis (1)

This course allows students to advance critical analysis thinking skills through clinical application. Students develop scholarly reports of a survey of literature on a current physiotherapeutic intervention or a publishable case report. Scholarly submissions are then presented and discussed in peer workgroups. (1 credit of seminar or lecture = 15 contact hrs.)

SED 641 Options/Alternatives in Special Education Classroom Management (3)

In this course, learning and classroom management utilizing theory and the techniques of applied behavioral analysis for handicapped learners are addressed. Options and alternatives for both academic management and behavior management will be developed and explored in light of an ecological approach to meeting behavior demands of diverse students by observing and analyzing in a variety of settings. Current research and research designs in behavioral analysis are analyzed through discussion and written assignments. Offered in the fall semester only.

SED 642 Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities (3)

The course provides a basic background in measurement and evaluation of both individuals and programs in a special education environment. Emphasis is placed on understanding psychometric and research principles and theories so that one can be an intelligent consumer of evaluation methodology. The focus then shifts toward applying this knowledge to prescriptive instructional programming in the special education setting. Offered in the spring semester only.

SED 643 Theoretical Perspectives in the Education of Individuals with Mild Disabilities (3)

This course is an in-depth analysis of principles and theory related to individuals identified as having mild disabilities. The focus will be on a non-categorical approach to education in the least restrictive environment by academic, social, management and physical needs. Emphasis will be given to analysis of needs, characteristics, identification/referral and method of the processes involved in the development of theory in each area. Specific concerns related to the inclusion options for mildly involved students will be analyzed. Offered in the fall semester only.

SED 644 Theoretical Perspectives in the Education of Individuals with Severe/Profound Disabilities (3)

This course is an in-depth analysis of the theory and research related to the nature and needs of severe, profound, and multiple handicapped individuals. Emphasis will be given to the theoretical basis of educational assessment, instructional techniques, social development and adaptive behavior, interactions with others, and service delivery systems. Philosophical and historical trends in the development of theory related to teaching these individuals, concept analysis, construction of theoretical relationships and the relationship between research, practice and theory in the field will be evaluated. Prerequisite: SED 643.

SED 645 Practicum in Special Education (6)

This course is a 14-week (five days a week), college-supervised teaching experience in special education, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of students with disabilities. Prerequisites: Completion of all coursework leading to certification, minimum 3.0 GPA. Offered in the fall and spring semesters only.

SED 645X Pre-Student Teaching Seminar (1)

This 1-credit seminar is designed to discuss expectations, effective planning, problems, issues and concerns related to student teaching. The seminar class meets two weeks prior to the student teaching placement.

SED 649 Methods/Materials Practicum (3)

This practicum is a competency-based teacher-training program that allows for a fieldwork experience of five days a week for approximately five weeks. Offered in the fall and spring semesters only.

SED 652 Curriculum Planning in Education (3)

Emphasis in this course is on curricular design and instructional planning to address the special developmental and educational needs of students in elementary and secondary school. Attention is given to past and future trends in design and implementation and to appropriate planning techniques for meeting the needs of a diverse population of students at differing levels of social, physical, management and academic ability. Curriculum planning is examined on the state, district, school and classroom levels, along with the roles and responsibilities of administrators, teachers, school staff, students and community members.

SED 653 Critical Issues in Education (3)

This course is designed to discuss and analyze current and future trends in education. Emphasis is placed on issues related to chemical dependency, social and economic inequality, school support through mentorships and funding, availability and use of media technology, collaborative teaching techniques, privatization of schooling, equality and equity and other related issues.

SED 656 Philosophical and Social Foundations of Education (3)

This course is designed to introduce students to the social and philosophical foundations of education and ways in which they have been influential in shaping education in North America. The historical role of teachers and schools is discussed in relation to the socio-cultural time period in which it developed. Roles and responsibilities of school and community personnel are discussed in relation to the social-political climate of the time. As such, the course covers philosophies of education within the social/political context that influenced their development. Discussions, lecture, readings and student-centered work take place against the background of emerging philosophies of education in any given time period. A major focus of the course is on an examination of perennial questions related to education and schooling in North America.

SED 658 Research in Education (3)

This course is designed to provide students with a framework for critically analyzing and conducting research focused in an educational context. Unique contextual factors and populations in both general and special education are discussed in terms of their implications for research conceptualization, design, implementation, interpretation and reporting. Offered in the fall semester only.

SED 665 Education Project I (3)

This course provides students with a framework for designing and implementing research and related projects within educational settings. Emphasis is on practical research, which provides immediate, although sometimes tentative, solutions to school-based problems. Students in this course gain proficiency in working with technology in order to conduct research, evaluate instruction and produce instructional materials. Prerequisite: GRA 600 must be taken prior to or concurrently with this course.

SED 666 Education Project II (3)

This course provides students with guidance for implementing the research or project proposed and examined in SED 665. Students will carry out projects that can lead to useful solutions for practice-related problems in elementary, secondary or special education settings. Students in this course demonstrate their proficiency with technology in the production of school-related curricular materials and instructional plans. This course must be taken in the semester immediately following EDU 665 unless written permission has been obtained from the director of graduate programs in education or the department chair to delay the taking of this course. Prerequisite: EDU 665.

SOC 600 Epidemiology (3)

This course focuses on social epidemiology, the factors determining the occurrence and distribution of disease, health defects, disability and death among groups. The interdisciplinary nature of epidemiological theory, statistical measures commonly used, and an analysis of the distribution of health care in the United States are studied. Prerequisite: Graduate standing. Offered in the fall semester.

Directories

2004-2005

This directory is effective as of June 1, 2004

Board of Trustees

HON. KEVIN DILLON
NYS Supreme Court Justice
Chairman of Board

BARBARA WALTER
Senior Vice President/Branch Manager
Federal Reserve Bank/Buffalo Branch

NANCY DOBSON
Executive Vice President
Uniland Development Co.
Secretary of Board

JAMES ANDERSON
President
James Management Co., Inc.

PAUL D. BAUER

MARGUERITE COLLESANO

BRIAN FISHER
Vice President/Investments
Wachovia Securitates

DR. D. BRUCE JOHNSTONE
Professor
SUNY at Buffalo

KENNETH L. KOESSLER, JR.

DR. MICHAEL KUETTEL
Chair, Dept. of Radiation Medicine
Roswell Park Cancer Institute

SR. JEAN M. LISRON, G.N.S.H.
Director, Pastoral Services
Church of St. Andrew

VINCENT MANCUSO
Senior Executive Vice President
HSBC Bank

GERARD MAZURKIEWICZ
KPMG, LLP (retired)

EUGENE MEEKS
President
Child and Family Services of Erie County

WILLIAM D. MCGUIRE
CEO
Kaleida Health

DR. EDWIN A. MIRAND
Vice President, Educational Affairs
Roswell Park Cancer Institute

SANDRA MOBLEY-TERRY
Director, Lighthouse Women's Residence
Lakeshore Behavioral Health, Inc.

DOLORES PREZYNA
President, Alumni Association
Principal, Blasdell Elementary School

STEPHEN E. QUINLAN

WAYNE REILLY
Director
John W. Danforth and Co.

SISTER DENISE A. ROCHE, Ph.D.
President
D'Youville College

VICTORIA SAXON
Hodgson, Russ, Andrews, Wood and Goodyear

JAMES N. SCHMIT
Partner
Damon and Morey

MICHAEL SHEEHAN
President
Reifler Concrete Products

Trustee emeritus:

DR. CHARLES A. BAUDA

Administration

PRESIDENT

SR. DENISE A. ROCHE, GNSH, B.A., M.A., Ph.D.

ADMINISTRATIVE STAFF

DR. EARL J. BOGGAN, B.S., ED.M., Ed.D.
Assistant to the President

SR. PAULA FOX, B.A., M.A.
Proofreader

JEROME LYSAUGHT, Ed.D.
Director, Doctoral Programs

ROSETTA T. RICO, B.A., M.A.
Coordinator, Special Events

KENNETH ROGERS
Coordinator, Planning

PHILOMENE CUDZILO, B.S.
Executive Assistant

CAROL A. MILAZZO, B.A.
Executive Assistant

ACADEMIC AFFAIRS

DR. JOHN DONOHUE, B.A., M.A., Ph.D.
Vice President, Academic Affairs

MARY APPLGATE, B.A., M.S.
Writing Specialist/Student Support Services

ALLISON ARMUSEWICZ, B.S., M.S.
Registrar

DOROTHY BELLANTI, B.S., M.S.
Director, Gear-Up Grant

CELESTE CARROLL, B.S.
Science/Math Specialist, SSS

CHERYL COLPOYS, B.A., M.S.
Instructional Media Coordinator

SR. MARY BRENDAN CONNORS, B.A., M.S.
Director, Opportunity Programs

BRUCE CRAMER, B.F.A., M.P.S.
Assistant Director, Student Support Services

SR. MARY KATHLEEN DUGGAN, B.A., M.A., Ph.D.
Archivist

ROGER FIEDLER, B.A., M.A., Ph.D.
Associate Vice President for Academic Affairs

SHERRY J. FONTAINE, B.A., M.R.P., Ph.D.
Director, Doctoral Programs

DEIRDRE GREEN, B.S.
Counselor/Recruiter, HEOP

KUSHNOOD HAQ, B.S., M.B.A., Ph.D.
Assistant Vice President for Academic Affairs

KELLY ANN HIGGINS, M.S.
Counselor, Student Support Services

JEANNETTE LESINSKI, B.A.
Assistant Coordinator, Academic Computing Services

THOMAS MILANO, JR., B.A., B.S./M.S., M.S.
Technology Assistant, Distance Learning

WARDELL MITCHELL
Instructional Media Technician

MARY ELLEN MORIARTY, B.A., M.Ed.
Instructor, Reading/Writing, SSS

JOHN T. MURPHY, B.A., M.S., Ph.D.
Director, Information Technology

TAHARKA (GUY GITTENS) ODINGA, B.A.
District Liaison, Gear-Up Grant

SUSAN R. OLEKEY, M.S.
Academic Advisor

MICHAEL PASIERB, B.S., M.Ed.
Director, Teacher Certification and Student Services

CHERYL SARAMAK, B.S.
Administrative Assistant, Education

LEON SHKOLNIK, B.A., M.S., M.L.S.
Director, Library Services

BEVERLY SLICHTA-CUSICK, B.A., M.S.
Academic Advisor, Coordinator for Interdisciplinary Programs

DR. JEAN TURCOTT, B.S., M.A., Ph.D.
Academic Advisor, Coordinator, Career Discovery Program

ISABELLE VECCHIO, B.A., M.S., Ed.M.
Coordinator, Disability Services

BEVERLY WHITEHEAD, B.S., M.S.
Assistant Director, HEOP

RENEE CONNERS WILKINS, B.A., M.A.
Assistant Registrar

THOMAS J. WOODS, B.A.
Coordinator, Academic Computing Services

BUDGET AND FINANCE

MICHAEL R. CIPOLLA, B.B.A.
Vice President, Finance/Treasurer

ANDREA ANDERSON, B.S.
Grant Accountant

RUTH FELDMANN
Purchasing Agent

YVONNE FRAZIER
Collections Officer

MELISSA FROMM, B.S.
Director, Student Finances

LAURIE HALL, B.S.
Controller

MARY JANE KEY, B.S.
Director, Student Accounts

BEVERLY KOMINAREK, B.S.
Associate Director, Personnel

MARILYNN LA-CERAIS, B.S.
Accounting Assistant

EDWARD LAZIK
Collections Officer

LINDA MORETTI, B.S.
Director, Personnel

ENROLLMENT MANAGEMENT

ROBERT P. MURPHY, B.A., M.A.
Vice President, Student Affairs and Enrollment Management

STEPHANIE ATTI, B.A.
Counselor, Financial Aid

SUSAN M. BARBER, B.S.
Counselor, Financial Aid

MICHELE COOK, B.A., M.S.
Counselor, Admissions Office

RONALD H. DANNECKER, B.S.
Director, Admissions and Financial Aid

MARYELLEN DIGGINS, B.A.
Counselor, Admissions Office

KELLY EAGAN, B.S.
Counselor, Admissions Office

LINDA FISHER, B.S.
Director, Graduate Admissions

EMILY GRANDY, B.A.
Counselor, Admissions Office

MARY SUE GRESSLEY, B.S., M.S.
Assistant Director, Graduate Admissions

GERY KOPRYANSKI, B.A., Ed.M.
Associate Director, Admissions

DAVE LORETO, B.S.
Counselor, Admissions Office

MICHELE MADDOX, B.S., M.S., Ph.D.
Director, Retention Services

MELODY McMILLIAN, B.S., M.S.
Counselor, Financial Aid

LORRAINE METZ, B.A., M.B.A.
Director, Financial Aid

MATTHEW METZ, B.A.
Technical Assistant, Financial Aid

ANNA POUPALOS, B.S., M.B.A.
Counselor, Financial Aid

GARY T. ROG, B.S.
Recruiter, ADVANCE

CLAYTON A. STEEN, B.A., M.S.
Program Director/ADVANCE

MOLLY J. TIMKO, B.A., M.S.
International Recruitment/Transfer Counselor

JUDITH A. WORTH, B.A., M.S.
Counselor, Financial Aid

INSTITUTIONAL ADVANCEMENT

TIMOTHY BRENNAN, M.B.A.
Vice President, Institutional Advancement

AIMEE B. PEARSON, B.S.
Director, Annual Giving

GABRIELLE E. JAZWIECKI, B.F.A.
Director, Grants Development

PATRICIA SMYTON, B.S.
Director, Alumni Relations

PATRICIA VAN DYKE, B.A., Ed.M.
Director, Deferred Giving

OPERATIONS

DONALD G. KELLER, B.S.
Vice President, Operations

STEVEN COOPER, B.S.
Manager, Theatre/Director, Sales

ROBERT HALL, B.S.
Coordinator, NIAS

MARIA HALT, B.S.
Administrative Computing Programmer

ROBERT HERMAN
PC Technician

DAVID LAMB, B.A., M.A.
Director, Theatre and Cultural Affairs

ALYSSA MCGOVERN, B.A.
Technical Support Analyst

LEONARD OSEEKEY, B.S.
Director, Facilities and Planning

MICHAEL SMITH
Network Systems Operator

MARY SPENCE, B.S.
Coordinator, Computing Network Systems

CARMEN T. VALLONE, B.S.
Associate Director of Facilities

ADAM WALLACE
Network Support Specialist

PUBLIC RELATIONS

JOHN D. BRAY
Director, Public Relations

APRIL M. TAULBEE, B.S.
Webmaster

STUDENT AFFAIRS

ROBERT P. MURPHY, B.A., M.A.
Vice President, Student Affairs and
Enrollment Management

TIMOTHY BRONSON, B.A., M.A., PSY.D.
Personal Counselor

MICK F. GALLIS, B.L.A., B.P.E., M.A., B.S.
Director, Athletics

ELLIE M. HANOVER, P.P.S., B.A., M.S.
Assistant Director, Athletics

JOHN HUTTON
Assistant Director, Athletics

KEITH C. KLOSTERMANN, B.S., M.S., Ph.D.
Associate Personal Counselor

REV. JANICE MAHLE, M.Div.
Associate Campus Minister

DEBORAH OWENS, B.A., M.S.
Director, Residential Life

PATRICIA PALMER, B.A., B.S., M.S.
Director, Health Center

LARYSSA PETRYSHYN-MARUSIAK, B.A., M.S.
Coordinator, International Students

MARY BETH PFEIFFER, B.S.
Director, College Center

JEFFREY PLATT, B.S., M.S.
Associate Vice President, Student Affairs

REV. THOMAS A. RIBITS, O.S.F.S., B.A.
M. Div., M.S.
Associate Campus Minister

FRANCES SCHMIDT, B.S., M.S.
Director, Career Development Center

ANTHONY SPINA, B.S., M.S.
Assistant Vice President for Student Affairs

LYNN TAYLOR, B.A., M.A.
Director, Multicultural Affairs

Certified Graduate Members

JOHN M. ABBARNO

Professor, Philosophy
B.A., Canisius College; M.A. University of Dayton;
Ph.D., Southern Illinois University

PATRICIA L. ABBOTT

Assistant Professor, Psychology
B.A., Westfield State College;
M.A., Ph.D., SUNY/Buffalo

KENNETH BARKER

Professor, Biology
B.S., Rhodes College;
M.S., University of Mississippi at Oxford;
Ph.D., University of Texas at Austin

ANTHONY BASILE

Assistant Professor, Physics, Chemistry
B.S.C., Brock University
M.S.C., University of Guelph,
Ph.D., Cornell University,

CHARLOTTE BAUMGART

Department Chair, Dietetics
Associate Professor, Dietetics
B.S., Cornell University;
M.S., Pennsylvania State University;
Ph.D., SUNY/Buffalo

MARILYN J. BELL

Associate Professor, Sociology
B.A., Alma College;
M.A., Ph.D., Western Michigan University

GINA M. CAMODECA

Assistant Professor, English
B.A., Wisconsin-Whitewater,
M.A., Ph.D., SUNY/Buffalo

JOAN COOKFAIR

Professor, Nursing
B.S., M.S., Ed.D., SUNY/Buffalo

JAMES DE HAVEN

Associate Professor, Chemistry
B.S., Ph.D., Boston College

JAMIE DE WATERS

Professor, Special Education
A.A.S., Suffolk College; B.S./SUC/Brockport;
M.S., SUCAB, Ph.D., SUNY/Buffalo

JOHN J. DONOHUE

Vice President for Academic Affairs
Associate Professor, Anthropology
B.A., M.A., Ph.D., SUNY at Stonybrook

SHEILA G. DUNN

Associate Professor, Education
B.A., St. Joseph College,
M.S., SUCAB; Ed.D., SUNY/Buffalo

ROGER C. FIEDLER

Dean for Planning and Evaluation
Associate Professor, Occupational Therapy
B.A., Bard College; M.A., Fairleigh Dickinson
University; Ph.D., SUNY/Buffalo

SHERRY FONTAINE

Director of Doctoral Programs
B.A., Lehigh University; M.R.P., Ph. D., Cornell

ROBERT J. GAMBLE

Associate Professor, Education
B.S., M.S., SUC Fredonia; Ph.D., SUNY/Buffalo

MARK GARRISON

Assistant Professor, Education
B.A., M.A., Ph.D., SUNY/Buffalo

MERLENE GINGHER

Department Chair, Occupational Therapy
Associate Professor, Occupational Therapy
B.S., M.S., Ed.D., SUNY/Buffalo

PHILIP GRAY

Associate Professor, Sociology
B.A., M.A., University of Colorado;
Ph.D., SUNY/Buffalo

CAROLE A. GUTT

Associate Professor, Nursing
B.S., M.S., Ed.D., SUNY/Buffalo

PAUL HAGEMAN

Interim Chair, Holistic Health Studies Dept.
Associate Professor, Nursing
B.S.N., D'Youville College; M.S., SUNY/Buffalo;
Ph.D., New York University

JULIA HALL

Assistant Professor, Education
B.A., SUNY/Buffalo; M.A., McGill;
Ph.D., SUNY/Buffalo

KUSHNOOD HAQ

Chair, Department of Business
Assistant Professor, Business
B.S., Canisius College; M.B.A., Saint Bonaventure
University; Ph.D., SUNY/Buffalo

D. EDWARD HART

Department Chair, Mathematics and
Natural Sciences
Professor, Biology
B.S., M.S., University of Western Ontario;
Ph.D., Carleton University

DOROTHY HOEHNE

Associate Professor, Nursing
B.S., M.Ed., Teachers College, Columbia
University; Ph.D., SUNY/Buffalo

MARY HURLEY

Associate Professor, Biology
B.A., Canisius College; M.A.,
Ph.D., SUNY/Buffalo

JANET IHLENFELD

Professor, Nursing
B.S.N., D'Youville College; M.S.,
Ph.D., SUNY/Buffalo

WALTER IWANENKO

Assistant Professor, Department Chair,
Health Services Administration
Occupational Therapy
B.S./M.S., D'Youville College;
Ph.D., SUNY/Buffalo

PAUL R. JOHNSON

Professor, Religious Studies
B.A., Bethel College; M.Div., Bethel
Theological Seminary;
Ph.D., Duke University

CONNIE JOZWIAK-SHIELDS

Director, Nurse Practitioner Program
Assistant Professor, Nursing
B.S., Niagara U; M.S.,
Ph.D., SUNY/Buffalo

SISTER NANCY M. KACZMAREK, GNSH

Associate Professor, Education
B.A., D'Youville College, M.A., Teachers
College, Columbia University;
Ph.D., SUNY/Buffalo

OLGA KARMAN

Professor, Spanish
B.A., Connecticut College; M.A., Boston
University; Ph.D., Harvard University

JAMES L. KARNES
Associate Professor, Physical Therapy
B.S., Ph.D., SUNY/Buffalo

DAVID KELLY
Professor, History
A.B., University of Chicago;
M.A., Ph.D., Indiana University

M. RUTH KELLY
Assistant Professor, History
B.S., D'Youville College,
M.A., Ph.D., SUNY/Buffalo

VERNA KIEFFER
Department Chair, Nursing
Associate Professor, Nursing
B.S., M.S., D.N.S., SUNY/Buffalo

PENELOPE KLEIN
Associate Professor, Physical Therapy
B.S., Russell Sage College; M.Ed., SUNY/Buffalo;
Ph.D., Syracuse University

JAMES LALLEY
Assistant Professor, Education
B.A., M.A., Ph.D., SUNY/Buffalo

ARDYCE LIGHTNER
Professor, Health Services Administration
B.A., Wayne State College; M.A., Ed.D.,
University of Northern Colorado; J.D.,
University of Dayton

MICHELE MADDOX
Director, Retention Services
B.S., M.S., D'Youville College;
Ph.D., SUNY at Buffalo

EDITH MALIZIA
Assistant Professor, Nursing
B.S., M.S., M.Ed., Ed.D., SUNY/Buffalo

CANIO MARASCO
Assistant Professor, Chemistry
B.A., D'Youville College;
Ph.D., University of North Carolina

CATHLEEN MARCH
Associate Professor, Education
B.S., Edinboro University of Pennsylvania; M.S.,
Ph.D., SUNY/Buffalo

GLEN MCCLARY
Assistant Professor, Education
B.A., Ed.M., Ed.D., SUNY/Buffalo

ERIC R. MILLER
Assistant Professor, Physical Therapy
B.S., Ithaca; M.S., Canisius; D.Sc., Rocky
Mountain University of Health Professions.

ROBERT H. MILLER
Assistant Professor, Education
B.S., SUNY at Brockport;
M.Ed., Ed.D., SUNY/Buffalo

ELIZABETH MIRANDA
Assistant Professor, Health Services
Administration
B.A., J.D., SUNY/Buffalo

JOHN MURPHY
Director, Distance Learning and Instructional
Support Services
B.A., M.S., Niagara; Ph. D., SUNY at Buffalo

JAMES NOTARO
Assistant Professor, Health Services
Administration
B.S., Albany, College of Pharmacy, M.S., Union
University, Ph.D., North Carolina at Chapel Hill

MARION PACE OLIVIERI
Department Chair, Math and NS.
Associate Professor, Chemistry/Physics
B.A., B.S., D'Youville College;
Ph.D., SUNY/Buffalo

SISTER DENISE A. ROCHE, GNSH
President
Associate Professor, Sociology
B.A., D'Youville College; M.A., Boston University;
Ph.D., University of Massachusetts, Amherst

APRIL ROCKWOOD
Assistant Professor, Occupational Therapy
B.S., M.S., Ph. D., SUNY at Buffalo

JOHN G. ROUSSELLE
Associate Professor, Physical Therapy
B.S., Valparaiso University;
B.S./M.S., D'Youville College; Ed.D.,
SUNY/Buffalo

DONALD F. SABO, JR.
Professor, Sociology
B.A., M.Ed., Ph.D., SUNY/Buffalo

JUDITH H. SCHIFFERT
Associate Professor, Health Services
Administration
B.S., D'Youville College;
M.S., Ed.D., SUNY/Buffalo

ANDREW SCHMITZ
Department Chair, Liberal Arts
Associate Professor, English
B.A., University of Wisconsin-Madison;
M.A., Ph.D., SUNAB

CAREN SHAPIRO
Associate Professor, Biology
B.A., University of California at Davis;
M.S., Ph.D., University of Wisconsin

ELIZABETH STANTON
Associate Professor, Occupational Therapy
B.A., Elmira; M.S., M.A., Ph.D., SUNY/Buffalo

JEAN TURCOTT
Director, Career Discovery Program
B.S., SUNY College at Brockport,
M.A., Ph.D., SUNY at Buffalo

TODD J. WALTER
Assistant Professor, Psychology
B.A., Niagara University; M.A., SUNY at Buffalo;
Ph.D., University of Florida

IAN WALTERS
Associate Professor, Mathematics
B.A., Indiana University;
Ph.D., Western Michigan University

LAUREN WAUKAU-VILLAGOMEZ
Assistant Professor, Education
B.S., Wisconsin at Madison;
M.S., Wisconsin at Stout;
Ed.D., Pennsylvania State University

EDWARD WEISS
Associate Professor, Dietetics
B.A., Gettysburg College; M.A., Duke University;
Ph.D., Pennsylvania State University

MARTA WERNER
Assistant Professor, English
B.A., Ithaca; M.A., Ph. D., SUNY at Buffalo

STEPHEN E. WILLIAMS
Associate Professor, Education
B.A., University of Montreal; M.Ed., Bridgewater
State College; Ed.D., Clark University

TIANLONG YU
Assistant Professor, Education
B.A., M. Ed., Northeast Normal University,
China; Ed.D., SUNY at Binghamton

Index

| | |
|--|-------|
| A | |
| Academic Advisement | 8 |
| Academic Advisor | 16 |
| Academic Integrity Board | 20 |
| Academic Policies and Procedures | 16 |
| Academic Programs | 24 |
| Academic Standing | 16 |
| Accessibility to Records | 16 |
| Addictions in the Community | 47 |
| Course Requirements | 47 |
| Administration | 76 |
| Advanced Orthopedic Physical Therapy | 48 |
| Course Requirements | 48 |
| Advisement | 16 |
| Alleged Violations of the D'Youville College Policy | 20 |
| Alumni | 7 |
| Alumni Association | 7 |
| AMS | 12 |
| Audit | 18 |
| B | |
| Below "B" Grade Policy | 16 |
| Board of Trustees | 75 |
| C | |
| Calendar | 2 |
| Campus Map | 6 |
| Campus Ministry | 8 |
| Campus Security | 8 |
| Canadian Higher Education Loan Program (CanHELP) | 15 |
| Career Services Center | 8 |
| Certificate Programs | 47 |
| Addictions in the Community | 47 |
| Advanced Orthopedic Physical Therapy | 48 |
| Clinical Research Associate | 48 |
| Family Nurse Practitioner | |
| Post-Master's Certificate | 49 |
| Health Services Administration | 50 |
| Holistic Nursing | 50 |
| Hospice and Palliative Care | 51 |
| Improving Performance | 51 |
| Long-Term Care Administration | 52 |
| Manual Physical Therapy | 52 |
| Nursing and Health-Related | |
| Professions Education | 53 |
| Program Codes | 25 |
| Certified Graduate Members | 78 |
| Challenge Examinations | 16 |
| Change of Advisor | 16 |
| Change of Program | 16 |
| Change of Registration (Drop/Add Procedure) | 17 |
| Change of Name, Address and Phone | 16 |
| Chiropractic Program | 45 |
| Academic Regulations | 46 |
| Admissions Requirements | 45 |
| Course Requirements | 47 |
| Clinical Research Associate | |
| Course Requirements | 48 |
| College Policy For Employer | |
| Tuition Assistance | 12 |
| Community, College | 5 |
| Community Health Nursing | |
| Course Requirements | 39 |
| Community Service | 5 |
| Completion of Degree Requirements | 17 |
| Conditional Admission | 10 |
| CONNECTIONS: Your Information and Resource Center | 8 |
| Contents | 2 |
| Continuing Registration in GRA 629 | 19 |
| Core Values of D'Youville College | 4 |
| Course Descriptions | 53-74 |
| CPR Certification | 17 |
| D | |
| Day-Care Centers | 8 |
| Deferred Payment Option | 12 |
| Degree Programs | |
| Program Codes | 25 |
| Degree Programs: Courses of Instruction | 26 |
| Directed Study | 18 |
| Directories | |
| Administration | 76 |
| Board of Trustees | 75 |
| Certified Graduate Members | 78 |
| Disability Statement | 8 |
| Driving Directions | 7 |
| Drop/Add Procedure | 17 |
| D'Youville Heritage | 4 |
| D'Youville Today | 4 |
| E | |
| Education | 26-35 |
| Academic Regulations | 26 |
| Admission Requirements | 26 |
| Course Sequences for Full-Time Students | 28 |
| Field Experience | |
| Placement Procedure | 27 |
| International Students | 26 |
| New York State Fingerprinting Law | 26 |
| Prerequisites for Student Teaching | 27 |
| Professional Behavior Statement | 27 |
| Programs | 26 |
| Project or Thesis Requirement | 27 |
| Teaching Practicum | 26 |

| | |
|---------------------------------------|----|
| ELS Language Centers | 11 |
| Employer Tuition Assistance | 14 |
| Examinations | 18 |
| Exit Interview | 17 |
| Expenses and Financial Aid | 12 |
| Extension to Complete Graduate Degree | 17 |

F

| | |
|-----------------------------------|----|
| Family Nurse Practitioner | |
| Post-Master's Certificate | |
| Admissions Requirements | 49 |
| Course Requirements | 49 |
| Federal code | 15 |
| Federal Form I-20 | 11 |
| Federal Stafford Loan Refunds | 13 |
| Federal Work Study | 14 |
| Financial Agreements | 12 |
| Financial Aid | 8 |
| Financial Aid Application Process | 15 |
| Financial Aid Office | 13 |
| Financial Arrangements | 13 |
| Financial Assistance, Types of | 13 |

G

| | |
|-------------------------------------|----|
| Grade Change | 19 |
| Grade Reports | 19 |
| Grades and Quality Points | 18 |
| Grades in GRA 629 | 19 |
| Grading | 18 |
| Graduate Admissions | |
| Procedures and Policies | 10 |
| Graduate Application Process | 10 |
| Graduate Degree Programs | 24 |
| Graduate Student Readmission Policy | 10 |
| Graduation | 19 |
| Grants | 14 |
| Grievance Procedure | 8 |
| Guiding Principles | 5 |

H

| | |
|------------------------------------|----|
| Health Center Immunization Report | 11 |
| Health Policy and Health Education | 34 |
| Health Requirements | 19 |
| Health Services | 9 |
| Health Services Administration | |
| Academic Regulations | 36 |
| Admissions Requirements | 36 |
| Course Requirements | 36 |
| Practicum | 36 |
| Program | 36 |
| Certificate | 50 |
| Holistic Nursing | |
| Course Requirements | 50 |
| Hospice and Palliative Care | |
| Course Requirements | 51 |

I

| | |
|---|----|
| I Grade | 19 |
| Improving Performance | |
| Course Requirements | 51 |
| Independent Study | 18 |
| Integrative Holistic Health Studies | |
| Doctor of Chiropractic Program | 45 |
| International Business | |
| Academic Regulations | 37 |
| Admissions Requirements | 37 |
| Course Requirements | 37 |
| Fieldwork Requirement | 37 |
| Language Requirement | 37 |
| Program | 37 |
| International Student Application Process | 11 |

K

| | |
|------------------|---|
| Kavinoky Theatre | 9 |
|------------------|---|

L

| | |
|-------------------------------|----|
| Learning Center | 9 |
| Leave of Absence | 19 |
| Liability Insurance | 19 |
| Licensure | 19 |
| Loans | 14 |
| Location | 6 |
| Long-Term Care Administration | |
| Course Requirements | 52 |

M

| | |
|--------------------------------|----|
| Malpractice Insurance | 19 |
| Manual Physical Therapy | |
| Course Requirements | 52 |
| Master of Science in Community | |
| Health Nursing | 38 |
| Master of Science in Nursing | 38 |
| Medical Leave of Absence | 19 |
| Mission Statement | 4 |
| Multicultural Affairs | 9 |

N

| | |
|---------------------------|----|
| New York State Teacher | |
| Certification Examination | 27 |
| Non-Matriculant Study | 11 |
| Non-Matriculated Status | 17 |
| Nurse Practitioner | |
| Academic Regulations | 40 |
| Course Requirements | 40 |
| Master of Science | |
| Admissions Requirements | 40 |
| Nursing | |
| Academic Regulations | 38 |
| Admission Requirements | 38 |
| Course Requirements | 39 |
| Programs | 38 |

| | |
|--|----|
| Nursing and Health-Related Professions Education Course Requirements | 53 |
|--|----|

O

| | |
|---|----|
| Occupational Therapy | |
| Academic Regulations | 41 |
| Admission Requirements | 41 |
| Course Requirements | 42 |
| Program | 41 |
| Ontario Student Assistance Program (OSAP) | 15 |
| Outside Sources of Aid | 14 |

P

| | |
|--|----|
| Payment and Refund | 13 |
| Personal Counseling | 9 |
| Personal Interview | 11 |
| Physical Therapy | |
| Admission Requirements | 42 |
| Course Requirements | 44 |
| Programs | 42 |
| Policy on Academic Integrity | 19 |
| President's Message | 3 |
| Procedures for Alleged Violations of the D'Youville College Policy on Academic Integrity | 20 |
| Professional Degree Program | |
| Doctor of Chiropractic | 45 |
| Programs | 24 |
| Provisional Admission | 10 |

R

| | |
|---------------------------------|----|
| Recency of Coursework | 20 |
| Reference File Service | 20 |
| Registration | 17 |
| Religious Holidays | 20 |
| Repeating a Course | 18 |
| Review of Provisional Admission | 10 |

S

| | |
|--|----|
| Scholarly Activities | 21 |
| Scholarships | 13 |
| Sequence for Completing Program Requirements | 21 |
| Student Health Insurance Application | 13 |
| Student Life | 8 |
| Summer Sessions | 12 |

T

| | |
|---|----|
| TAP code | 15 |
| Temporary grades | 19 |
| Test of English as a Foreign Language (TOEFL) | 11 |
| Transfer Credit Policy | 11 |
| Tuition | 12 |
| Tuition Reduction for Canadian Students | 15 |

V

| | |
|------------------------------|---|
| Vision of D'Youville College | 4 |
|------------------------------|---|

W

| | |
|-----------------------------|----|
| Withdrawal from a Course | 18 |
| Withdrawal from the College | 21 |
| Writing Tutor | 9 |



Educating for Life

320 Porter Avenue • Buffalo, NY 14201

(716) 829-8000
1 (800) 777-3921
www.dyc.edu

Printed in the USA