

D'Youville
COLLEGE
Educating for Life

Graduate and Professional Degree Programs Academic Catalog

2006-2007

D'YOUVILLE COLLEGE

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

While this catalog was prepared on the basis of the best information available at the time of publication, all information including statements of tuition, fees, course offerings, admissions and graduate requirements is subject to change without notice or obligation. D'Youville College is an equal opportunity employer. Further, it admits students of any race, color, age, national or ethnic origin, to all rights, privileges, programs and activities generally accorded its students. In conformance with Title IX, 1972 Educational Amendments, it does not discriminate on the basis of gender, race, color, handicap, national or ethnic origin, age, religion or creed in the administration of its educational policies, scholarships, programs and athletic or other institutionally administered programs.

2006-2007 Calendar

FIRST SEMESTER 2006

August 28	First Day of Classes
September 4	Labor Day (college closed)
September 29-30	Alumni Homecoming Weekend
October 9	Columbus Day (observed)
	Canadian Thanksgiving (college closed)
November 22-26	Thanksgiving Holiday (college closed)
November 27	Classes Resume
December 11-16	Final Examinations
December 16	Final Day of Semester

SECOND SEMESTER 2007

January 15	Martin Luther King, Jr. Day (obs. - college closed)
January 16	First Day of Classes
February 22-23	Winter Break (no classes)
February 23	College Closed
February 26	Classes Resume
April 6	Good Friday (college closed)
April 9-14	Spring Break (no classes)
April 16	No classes
May 5	Last Day of Classes
May 7-12	Final Examinations
May 12	Final Day of Semester
May 18	Baccalaureate Service
May 19	Commencement

Contents

MESSAGE FROM THE PRESIDENT	3	ACADEMIC POLICIES AND PROCEDURES	19
D'YOUVILLE TODAY	4	ACADEMIC PROGRAMS	25
STUDENT LIFE	8	COURSE DESCRIPTIONS	66
ADMISSIONS	10	DIRECTORIES 2006-2007	93
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 workplace 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 the following: nursing with a choice of clinical focus, community health nursing, health services administration, international business, family nurse practitioner, early childhood, childhood, middle childhood, adolescence and special education, occupational therapy, physician assistant and dietetics. D'Youville College has also begun doctoral programs in health policy and health education (Ed.D.), educational leadership (Ed.D.), doctor of physical therapy and a doctor of chiropractic.

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.

For nearly 100 years, 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.

The college community is honored by your interest in graduate education at D'Youville.

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 2,900 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 doctoral programs in health policy and health education, educational leadership, chiropractic and physical therapy. Graduate programs include community health nursing, family nurse practitioner, nursing (choice of clinical focus), early childhood, childhood, middle childhood, adolescent, special education, teaching English to speakers of other languages (TESOL), health services administration, international business, occupational therapy and physician assistant. Five-year programs leading to dual degrees have been established in dietetics, international business, physician assistant and occupational therapy. Physician assistant also has a standalone masters program. D'Youville also features a special R.N.-B.S./M.S. degree in nursing. Additionally, certificate programs are offered in clinical research associate, family nurse practitioner, health services administration, improving performance, long-term care administration, nursing and health-related professions. Post-baccalaureate teacher certification programs are also available in childhood and adolescence 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 are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. The three year graduate D.P.T. program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) through 2015, and is registered with the New York State Education Department (NYSED). The M.S. in international business is accredited by the International Assembly for Collegiate Business Education (IACBE). The combined B.S./M.S. dietetics program is accredited by the American Dietetic Association Council on Education. The combined B.S./M.S. & M.S. physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. 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, middle childhood, adolescent and special 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 and 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 and 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; D'Youville never refuses 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 the 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 wellbeing 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 upon 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 Schools system on the childhood, adolescent and special education levels for students from the D'Youville/Porter Campus School #3, a K-8 school. D'Youville faculty provide a specialized reading program to these children at Public 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 high school students, is located at D'Youville.

Service learning programs also have been developed to link a student's classroom experience with real world situations. Service learning is a mode of education that combines academic learning with community service. This work is integrated into the course content and is part of the student's evaluation and grade.

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 five to seven 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.

MADONNA HALL (1959)

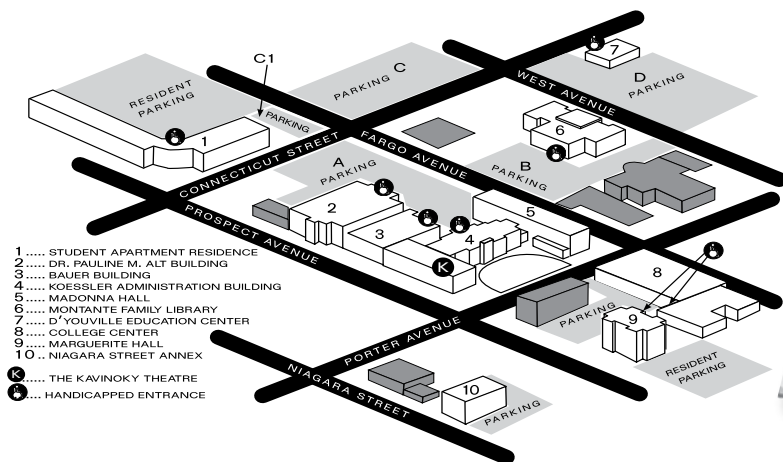
This five-story building houses the Leonardo da Vinci High School, part of the Buffalo Public School System, on three floors; a dietetics lab/kitchen, archives and administrative offices. A large lounge is also available for meetings and social events.

DR. PAULINE M. ALT BUILDING (1967)

Classrooms, laboratories, lecture halls, faculty offices, the academic vice president office 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. It has a gymnasium, swimming pool, game area, fitness/wellness area, dining rooms, snack areas and meeting rooms, which also make it a popular site for community activities. Main dining facilities, a spacious lounge, some administrative offices and the college store are also located in the center.



Driving Directions

D'YOUVILLE COLLEGE is located less than one mile from downtown Buffalo, near the Peace Bridge gateway to Canada. Off-street parking is available or you may park in any of our parking lots.

- If you are driving SOUTHbound on the Niagara section (190) of the NYS Thruway, exit EAST ONTO PORTER AVENUE-EXIT 9, turn LEFT onto 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 onto Niagara, then RIGHT onto Porter Avenue and continue to the college.
- If you are driving from CANADA, take the QEW, follow the signs to Fort Erie, then the Peace Bridge. After you go through U.S. customs, bear to the left and follow the signs to Niagara Street (266 South). Travel to the left and follow the signs to Porter Avenue. Continue straight (four traffic lights) to the college.

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.

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 700 journals. The library boasts state-of-the-art computer reference capabilities for both in-house and off-site users. 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 BAUER ACADEMIC CENTER (2001)

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

STUDENT APARTMENT COMPLEX (2005)

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

D'YOUVILLE EDUCATION CENTER (2006)

This newly acquired one-story structure, adjacent to the West Avenue parking lot, is being renovated to house five large classrooms and will serve as an academic resource for the campus.

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 annex, 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. The 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 2006 - 2007**PRESIDENT:**

Dolores Gaeta Prezyna, '70

VICE-PRESIDENT:

Jean M. Knopinski, '48

CORRESPONDING SECRETARY:

Sarah Hilborn Pawlak '98

RECORDING SECRETARY:

Roberta Rozek Evans '62

TREASURER:

Thomas J. DeLuca '76

BOARD MEMBERS

Louise Balling '60
 Jane A. Bigelow '67
 Jean Roth Duffy '51
 B. Jean Harrington Duggan '48
 Martha Fildes Falzarano '77
 Susan Jablonski Fiden '69
 Bridget Lynch Herod '84
 Claudia T. Krawczyk '90
 Patricia Kelly Losito '85
 Julie Brancato Marinaccio '04
 Colleen Collins Matthews '97

Carol A. Milazzo '00
 Ryan R. Miller '05
 Eileen Hanley Noworyta '78
 Courtney Charleson Smith '99
 Rose Grierson St. Pierre '83
 Michelle D. Swygert '98
 Theresa DiLuca Vallone '04
 Nancy A. Vanderlinde '69
 Karen Rogers Ziemianski '83
 Patricia Marino Smyton '65,
 Director, Alumni Relations, ex officio
 Brad Sprague, Student Representative

Student Life

SERVICES TO STUDENTS

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

Information on the college's crime statistics are located at the U.S. Department of Education Web site, <http://ope.ed.gov/security>. You may also contact the vice president for student affairs at (716) 829-8199.

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 8:30 a.m. to 7 p.m. Monday through Thursday and 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 and concerns are welcomed. Students may stop by Connections or set up an appointment by calling (716) 829-7766 or e-mailing connections@dyc.edu. Calls and emails may be used 24 hours a day and 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 and nursery schools; and 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. Students pursuing clinical placements and/or other forms of training external to the college may be required to have health insurance, depending on the off-campus placement. Students should check with their academic department for the specific requirement for each placement.

International Student Office (ISO)

D'Youville College prides itself on its cultural diversity and is pleased to host students from over 30 different countries. With the ever-expanding international student population at D'Youville, the International Student Office (ISO) plays a pivotal role in helping those students with visas, I-20s, adjustment issues, orientation, obtaining social security numbers, post-completion optional practical training work visas, as well as any other immigration matters. The ISO is also involved in the international host family program, the international student club, the annual International Fiesta and many more cultural and immigration presentations on campus.

The ISO is located in the College Center, Room 111, with office hours Monday to Friday 8:30 a.m. to 4:30 p.m. All students are welcome and encouraged to stop in.

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 helps students meet their academic goals. Among the services offered by the Learning Center are tutorial assistance, academic counseling, and instruction in reading, writing, and math. The Learning Center also provides support and accommodations for students with learning disabilities. For further information, students may visit the Learning Center on the 4th floor of the Koessler Administration Building or call (716) 829-7690.

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. Toward 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. The office 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. For additional information in this area including links to online mental health resources, please visit the personal counseling center site at www.dyc.edu and click on offices and services. Programs, including seminar workshops and stress management clinics, are provided throughout the year to promote student mental and emotional health and positive well-being.

Writing Tutorials

Professional writing tutors help guide students on their individual assignments, projects and theses. Clarity, formal academic writing and proper documentation are emphasized during periodic conferencing. Students working on major writing tasks are encouraged to meet with a tutor early in the process. For assistance, students may visit the graduate writing office in KAB 127 or call (716) 829-8209.

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 nine or more credits. Part-time enrollment or status means the student is registered for fewer than nine 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 advanced certificate or master's 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 Criteria

Applications, except as noted above, are generally evaluated on the basis of:

1. Academic performance based on official college or university transcripts.
2. Successful candidates for admission should be prepared to show evidence of capability to succeed in a graduate program. Generally this will follow one of the following (all grade point averages (G.P.A.s) 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; or
 - c. A cumulative undergraduate G.P.A. of at least 2.75 with a 3.0 or better in the major field.
3. A personal interview (not required for all programs).
4. An undergraduate course in applied statistics or demonstration of a minimum level of competency (required to take GRA 602 Statistics Seminar at D'Youville College prior to or concurrent with GRA 601 Research Methodology and Design).

Graduate Application Process

Applicants will be reviewed when the following items have been received by the office of graduate admissions:

1. A D'Youville College graduate application with a \$25 (U.S. funds) non-refundable processing fee. Payable to: D'Youville College-Application Fee. (A free online application is available at www.dyc.edu.)
2. Official transcripts from all colleges and universities attended
3. Two letters of recommendation
4. Other documents as may be required by specific graduate programs

Personal Interview

Although a personal interview in most programs is not required, it is highly recommended. Some of the graduate programs also stress the importance of a personal interview as a good indicator of graduate program success.

Appointments can be made by writing or calling the office of graduate admissions at (716) 829-8400 or toll-free at 1 (800) 777-3921. Where long distance travel is a problem, a telephone interview will suffice. Candidates for specific programs will be contacted on an individual basis by the program director for a departmental interview during the application process.

Provisional Admission

Applicants who do not meet graduate admissions criteria may be evaluated for provisional admissions based on the following:

1. Applicants who show promise and have taken at least 9 graduate credits with grades of B+ or better from an accredited college or university. These completed graduate credits must have been in courses relevant to the student's intended program of study as determined by the Graduate Committee. These credits may or may not be eligible for transfer into D'Youville College.
2. Applicants with an undergraduate G.P.A. of at least 2.5 and show promise may submit the Graduate Record Examination (GRE) scores as requested by the program director. 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 G.P.A. 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. Provisional admission is not available in the family nurse practitioner 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 six 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 six credits may register for nine 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 G.P.A. 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 six 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 vice president for academic affairs.

Transfer Credit Policy

Students may transfer up to nine 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.

International Student Application Process

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

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 U.S. bank. A free online application is available on the college Web site at www.dyc.edu.
3. International Financial Form of Support.
4. 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 the following:

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 the following:

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 and the International Financial Form of Support and bank statements in U.S. funds 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, International Financial Form of Support and bank statements in U.S. funds are 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	\$600
Tuition, per credit hour, doctoral students	\$640
Tuition, chiropractics, per semester	\$8,300
Audit, per credit hour	\$390

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	\$50
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

I.D. replacement fee

Returned check charge

Student professional liability insurance

International health insurance (*estimated*):

August 1, 2006 – August 1, 2007 coverage	\$540
January 1, 2007 – August 1, 2007 coverage	\$400

Graduation fee or degree in absentia

Academic gown (rental), outfitters' price, approx.

Placement credentials folders:

each student entitled to one folder gratis	
each additional folder	\$5

Transcript fee

Alumni audit fee, per course

Laboratory fees, per course

Functional Anatomy	\$250
Dietetics Labs	\$25
OT/PT Labs	\$40
Nursing Clinical Lab	\$60
Other Labs	\$40

Thesis microfilming and publishing

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.

For financial aid purposes, a student who is formally admitted into a graduate program is considered a full-time student, 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 six credit hours. To be considered for financial aid, the student must contact the financial aid office at (716) 829-7500 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.

Resident Students

Students are offered the option of living on campus in the college's residence halls.

Marguerite Hall Residence and board, per semester	\$4,150**
Apartment Residence, per semester	\$3,400**

Residents may occupy their rooms from the evening preceding the first day of classes to the day after the final examination period. The residence halls are generally closed during American Thanksgiving, intersemester breaks and spring breaks. Students who obtain permission to arrive before the opening of the semester or who are allowed to remain after the official

closing date will be charged a residence fee of \$23 per day.
 ** Room rates are based on the type of room/apartment reserved by and assigned to students. A listing of rooms and rates is available from the office of residential life.

Deferred Payment Option

Interest-Free Monthly Payment Option Plan – Education expenses are easier to pay when spread over predictable, interest-free monthly payments. D’Youville provides an Interest-Free Monthly Payment Option Plan (IFMPOP), offered in partnership with Tuition Management Systems (TMS). It is an alternative to large annual or term payments and it helps to limit borrowing. IFMPOP is available for a small enrollment fee, which includes convenient, interest-free monthly payments; 24-hour full interactive access to account information through TMS’ and D’Youville College’s co-branded Web link, www.afford.com/dyc; and toll-free automated account information and personal account information and personal account service Monday through Saturday. Payments can be made in U.S. funds by check; using a MasterCard, VISA, Discover or American Express credit card; or by direct debit from a U.S. checking or savings account. Any foreign student, including Canadian, would need to have a U.S. checking or savings account to be eligible to participate in IFMPOP.

The balance of a student’s tuition and fees, after all financial aid, can be paid over a nine- or ten-month period for a year or over a four- or five-month period for the semester. The term of each plan would be based on the date of registration. Any change in aid would change the amount needed on the payment plan. It is the student’s responsibility to inform the student account office of any changes needed on the payment plan. Changes to the payment plan must be approved by the student accounts office, which would then forward the changes to TMS. The balance of each semester’s tuition and fees must be paid in full before a student can register for the next semester.

College Policy for Employer Tuition Assistance

A student whose employer offer tuition assistance can defer payment until the end of each semester by complying with the following procedure:

1. The student must pay a \$30 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

Tuition and fee balances are payable each semester in U.S. dollars before the established deadline for each semester. Interest and late fees will be assessed on late payments. 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, MasterCard or VISA at D’Youville. Payments can also be made through the D’Youville College/Tuition Management Systems Web link, www.afford.com/dyc, for a small fee. The payment Web link is accessible 24 hours a day/seven days a week and accepts payments using MasterCard, VISA, Discover, American Express or direct debit from a U.S. checking or savings account.

The balance of each semester’s tuition and fees must be paid in full before a student can register for the next semester. 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. Students should consult 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 be automatically 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 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 B.S./M.S. 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. U.S. Students applying must complete a FAFSA form, available online 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 six 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. U.S. Students applying must complete a FAFSA form, available online 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 six 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. U.S. students applying must complete a FAFSA form, available online 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 six 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 U.S. graduate nursing students by the graduate nursing department director. All nurse traineeship recipients must complete a FAFSA form, available online 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, the student must first complete a FAFSA form, online at www.fafsa.ed.gov. The online TAP application follows the FAFSA application for all N.Y. residents who list at least one N.Y. college on the FAFSA.

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 online 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. Students can apply for the Federal Stafford Loan by completing a FAFSA form, available online at www.fafsa.ed.gov. A Stafford Loan application is available online at www.hesc.com. The loan form must be completed including the reference section and signed using your PIN number. The 2005-2006 interest rate was 4.7 percent, however this is subject to change annually by Congress.

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, including 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 online 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 ten years in which to repay the loan with a minimum payment of \$90 per quarter, each year. The interest rate is five percent. Students must sign a promissory note and apply by letter to the financial aid office.

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.

NYSUT WAIVER: Teachers seeking permanent/professional certification who belong to the N.Y. State Teachers Union are eligible for a 20% tuition waiver. Students must identify themselves as union members during the admission process.

COMBAT VETERANS' WAIVER: A tuition waiver of up to \$7,000 after TAP and other grants/scholarships is available for combat veterans. Students must provide form DD214 and proof of combat service to be eligible.

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.wiredscholar.com

www.collegeboard.org/toc/html/tocfinancialaid000.html

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

Bry-Lin Hospital

Buffalo Psychiatric Center

Catholic Health System

Cingular Telephone

Citibank

Ford Motor

Gaymar Industries

General Motors

Honeywell

HSBC Bank

Ingram Micro

Intercontinental Branded Apparel

Kalieda Health

KEY Bank

Lockport Memorial Hospital

Mount St. Mary's Hospital

Niagara Falls Memorial Medical Center

Niagara Mohawk

Outokumpu American Brass

Rich Products

Roswell Park Cancer Institute

Sheehan Memorial Hospital

TOPS Markets

United Parcel Service

Veridian

Verizon

Veterans Administration Medical Center

Westwood-Squibb Pharmaceuticals

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 U.S. 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. The student must commit to either U.S. or Canadian status for the duration of the program at the college.

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 U.S. 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 at www.iefc.com. The International Education Finance Corporation administers this program. For specific information on interest rates, contact IIEFC at: 424 Adams Street, Milton, Mass., 02186. Phone: (617) 696-7840, Fax: (617) 698-3001. Canadian students in the teacher certification program must use the undergraduate application form.

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 financial aid office 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 online 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.

4. 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.
5. Students new to D'Youville College will not receive notification of eligibility for aid until the graduate admissions office has officially accepted them.
6. 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.
7. 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.
8. 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. New York State Higher Education Services Corporation (HESC) has introduced **Anytime TAP on the Web**. HESC now offers all students the opportunity to apply for TAP on the Web and avoid the paper application process. Applicants who miss the Web link from the FAFSA or applied using a paper FAFSA will now have additional opportunities to apply online for TAP. HESC will e-mail students with a link to a Web site where they will be able to establish a PIN to gain access to the online TAP application. Applicants who do not have an e-mail address will get a postcard directing them to TAP on the Web. Students who do not respond to the e-mails or postcards will be sent a paper application. If a paper application is generated, information will be provided with the application directing students to the online alternative.
9. 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.
10. To obtain all forms of financial assistance, a student must be in good academic standing and be making satisfactory academic progress.
11. For graduate scholarships, the student must submit a written request for graduate financial aid to the chairperson of the graduate department. The graduate department will then meet with the student; verify the student's eligibility for the various awards (including registration for a minimum of six graduate credit-hours each semester); and describe the award criteria, process and termination of the award. The chairperson of the graduate department 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 associate vice president for academic affairs reviews the chairperson of the graduate department's recommendation, 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. **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.

Graduate Satisfactory Academic Progress Policy For Title IV Aid

Policy Statement

Financial aid is intended to meet the financial needs of the student who otherwise could not or would not consider continuing their education. Students who receive financial aid must not only demonstrate financial need, but must also make satisfactory academic progress.

Federal regulations require D'Youville College to have a satisfactory academic progress policy within the guidelines set by the U.S. Department of Education. To be eligible for Title IV financial assistance, Title IV recipients will be reviewed on both a *qualitative requirement (G.P.A.)* and a *quantitative requirement (number of hours successfully completed)* to ensure that they are making progress toward a degree or certificate. Each continuing student (Title IV recipient) must meet the requirements specified herein. Title IV financial aid programs include: Federal Perkins Loan, Federal Work-Study (FWS), Federal Stafford Loan and graduate PLUS loan. Satisfactory academic progress, as described below, is evaluated three times a year: after the summer, fall and spring semesters. Enrollment status will be determined as of the second week of classes. While these requirements govern the student's eligibility to continue receiving financial aid, each student must also conform to the academic policies established by faculty council. Failure to maintain satisfactory academic progress, as described below, may result in cancellation of financial aid awards and the student may have to repay funds already received. *Permission to enroll in classes for a subsequent semester does not equal financial aid satisfactory academic progress.*

Meeting the Quantitative Requirement

The quantitative requirement for graduate students is based upon the student's enrollment status (full-time, part-time, less than half-time) at the end of the drop/add week at the start of each semester. Students must successfully complete the number of hours for which financial aid was based:

- Full-time = 9 or more credit hours. Minimum required earned hours must be 6 credits.
- Part-time = 6 to 9 credit hours. Minimum required earned hours must be 4 credit hours.
- Less than half-time = 5 or less credit hours. Minimum required earned hours must be one credit hour.

Meeting the Qualitative Requirement

Graduate students must achieve and maintain a cumulative G.P.A. of 3.0 or better in their graduate program.

Maximum Time Frame

Regulations also specify a *maximum time frame requirement*. For graduate students the maximum time frame in which a student must complete his or her program of study cannot exceed 150 percent of the published length of the program (see chart on next page). After a student has exceeded the maximum time frame requirement, he/she will automatically lose Title IV aid. Students will not be granted a grace period. No financial aid will be disbursed for the student during the subsequent semesters unless the student has made an appeal to the satisfactory academic progress appeals committee and the appeal has been granted.

Graduate Degree Programs

Program	Program Required Credits	150% Time frame
Education	52	78
Health Services Administration	42	63
International Business	45	67
Nursing	36	54
Occupational Therapy	83	109
Physician Assistant	86	129

Grace Period and Loss of Title IV Aid

The first time a student does not meet the Title IV satisfactory academic progress requirements, the student will be given a one-semester probationary grace period. During this probationary grace period, the student will continue to receive Title IV assistance, but it is the individual's responsibility to regain good academic standing, whether it be through full-time, three-quarter time or part-time study. At the end of this period, the student's academic performance will be compared to the appropriate standards. If the student has again failed to meet the requirements, the student will lose all eligibility for Title IV aid. When the student has completed an enrollment period without Title IV aid and has achieved the required cumulative G.P.A., the student regains future Title IV aid eligibility. If circumstances so warrant, the criteria may be waived at the discretion of the satisfactory academic progress appeals committee. Application for a waiver is to be initiated through the financial aid office.

Transfer students are assumed to be in good academic standing and making satisfactory academic progress for the first semester of attendance.

Students will be notified in writing via U.S. mail if they have been placed on probation. Students who lose Title IV eligibility will be sent a certified letter to their permanent home address listed with the financial aid office.

Appeals

Students may appeal their satisfactory academic progress status by completing and submitting a written appeal form to the financial aid office. Forms will be enclosed with your loss of Title IV letter and are available in the financial aid office. Appeals must be submitted with appropriate documentation. Appeals may include unusual circumstances that have affected the student's academic performance. Appeals are reviewed by the satisfactory academic progress appeals committee with its decision or recommendation being final. If the appeal is approved, there may be specific conditions for the student to meet to remain eligible for financial aid. Basically, conditions may include reducing the number of classes enrolled in or working with an academic or personal counselor throughout the semester. If the conditions of the appeal are not met, then the appeal becomes void for the next semester and the student is no longer eligible for federal financial aid. If the initial appeal is denied, the student will remain on "ineligible" status and must pay for educational costs. If a student is denied aid based on academic progress, that denial takes precedence over any previous award notification that the student may have received.

Students will also be given a date by which the appeal must be submitted in writing to the satisfactory academic progress appeals committee.

Supporting documentation is required. This might include a letter from a physician or counselor, academic advisor or trusted faculty member.

Students will receive a decision of their appeal through both a phone call and in writing.

Successful Completion of Courses

- To be counted as successfully completed or earned hours, the student must receive a grade of A, B, C, D or S.
- Withdrawals (W), incompletes (I) or failures (F) are counted in the attempted hours, but are NOT successfully completed or earned hours.

Example #1: At the end of the drop/add week, a graduate student was registered for nine credit hours. At the end of the semester, that student withdrew from a three-credit course. The student has successfully completed six credit hours. Nine credit hours is defined as full-time enrollment and the student received financial aid based upon full-time status. But the student only completed six credit hours, which is defined as part-time enrollment. This student did meet the minimum quantitative standards for progress.

Example #2: At the end of the drop/add week, an undergraduate student was registered for nine credit hours. At the end of the semester, that student failed one three-credit course and withdrew from a total of three credit hours. The student has successfully completed three credit hours. Nine credit hours is defined as full-time enrollment and the student received financial aid based upon full-time status. But the student only completed three credit hours, which is defined as less than half-time enrollment. This student did not meet the minimum quantitative standards for progress.

Incomplete Grades

If the student can convert an incomplete grade into a complete grade before the start of the third week into the start of the next semester, the grade and credit hours will be counted in determining the student's academic progress. The student must submit to the financial aid office proof of the grade upon completion. According to the regulations, if the student does not convert the incomplete grade before the start of the third week into the next semester, the student is not making satisfactory academic progress (even if the student turns in the incomplete at some point after the start of the third week during that semester). The student is given a one-semester grace period for the duration of the coming semester and allowed to continue receiving Title IV aid. At the end of this probationary semester, the student will once again be monitored for progress. If the student does not remain at par, the student will lose Title IV eligibility.

Graduate Satisfactory Academic Progress for Financial Aid from New York State Policy Statement

To be eligible to receive the state Tuition Assistance Program (TAP) award, students must be full-time (12 credit-hours), matriculating New York state residents making satisfactory academic progress.

Repeated Courses

Courses in which the student has already received a passing grade cannot be included in meeting full-time study requirements for state-sponsored financial aid (TAP). Repeated courses may be counted toward full-time study requirements if a student repeats a failed course, if a student repeats the course for additional credit, or if a student has received a grade that is passing at the institution but is unacceptable in a particular curriculum.

Example #1: A student is enrolled in a nursing program where the lowest acceptable grade in a nursing course is a C; the student receives a D. The course, when repeated, may be included for purposes of determining the student's full-time or part-time status for financial aid eligibility. The student would not earn credit applicable toward the program of study for the course in which the D was received; therefore, the course, when repeated, may be counted for financial aid purposes.

Example #2: A student who has applied for TAP receives a D in a liberal arts elective that is accepted by the institution toward the student's baccalaureate degree in history. However, the student wishes to retake the course in the hope of improving the original grade. Since the original D was acceptable to the institution and therefore credit was earned, when it is taken a second time the credit will not be earned again. In this situation, the credits for the repeated course cannot be included in the calculation of full-time status for the purpose of determining the student's eligibility for a TAP award.

Meeting the New York State Requirement

New York regulations require the college to have a satisfactory academic progress policy (number of credit hours earned with at least this G.P.A.), including program pursuit (completed number of credit hours in preceding semester), within the guidelines set by New York state. D'Youville College requires that full-time matriculating students who receive New York state aid are considered to be making New York state satisfactory academic progress for financial aid purposes if they meet the following criteria:

	Semester Credits Completed	Credit Hours Earned	Cumulative G.P.A.
At the end of the 1st semester, before a 2nd payment of financial aid	0	0	0
At the end of the 2nd semester, before a 3rd payment of financial aid	12	6	2.75
At the end of the 3rd semester, before a 4th payment of financial aid	12	12	3.0
At the end of the 4th semester, before a 5th payment of financial aid	12	12	3.0
At the end of the 5th semester, before a 6th payment of financial aid	12	12	3.0
At the end of the 6th semester, before a 7th payment of financial aid	12	12	3.0
At the end of the 7th semester, before an 8th payment of financial aid	12	12	3.0
At the end of the 8th semester	12	12	3.0

Transfer students will be assumed to be in good academic standing and making satisfactory academic progress during their first semester of attendance.

If a student fails to meet any of these criteria, further payments of any New York state financial aid awards will be suspended until either the student has regained satisfactory academic progress or has shown evidence of the ability to successfully complete the program.

There is no grace or probationary period for New York state aid.

One-Time Waiver

New York state Commissioner of Education regulations permit students to receive a one-time waiver of satisfactory academic progress requirements if a student is determined to be ineligible to receive the state award. A student may receive one waiver as a graduate student. The waiver is only to be used in exceptional cases (e.g.: illness, death in the family) in accordance with the TAP waiver policy guidelines and procedures as stated on the waiver application.

Waiver of the C Average Requirement

The C average requirement may be waived for undue hardship based on:

- The death of a student's relative or
- The student's personal illness or injury.

A waiver must be documented and must relate to circumstances that have affected the student's ability to achieve a cumulative C average as of the end of a particular semester or term.

The C average waiver is separate from the one-time good academic standing waiver and may be granted more than once if circumstances warrant.

Reinstatement of Good Academic Standing

Students who have lost good academic standing may restore this standing in one of the following ways:

1. Make up past academic deficiencies by completing one or more terms of study without receiving any state grants or scholarships,
2. Be readmitted to school after an absence of at least one year or
3. Transfer to another institution

Incomplete Grades

A waiver may not be granted because an incomplete "I" grade is received. If an incomplete is included in the number of hours required to be completed during the previous semester (see chart to left), the student will not be eligible to receive the state award for the subsequent semester. If the student can convert the incomplete grade into a complete grade before the start of the third week into the next semester, the grade and credit hours will be counted in determining the student's academic progress. If the student does not convert the incomplete grade before the start of the third week into the next semester, the student is not making satisfactory progress (even if the student turns in the incomplete at some point after the start of the third week during that next semester).

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 G.P.A. 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. Students wishing to obtain the name of an assigned academic counselor should contact the 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 get a "Change of Advisor" form from the registrar's office and obtain the required departmental signatures before returning the form to the registrar's office for processing.

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 also may be applied to the graduate degree.

Up to six 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 of 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 and professional degree students are expected to register during the periods specified in the academic calendar. Registration by mail or fax can be accomplished only 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. Students must obtain their access PIN number from their academic advisor to register online. At the time of registration, the student must be in compliance with New York state health laws.

Student schedules are available online at www.dyc.edu under the Student and Course Information link (STACI), in the registrar's office (KAB 221) and the Connections office (AC 100).

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 and professional degree 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 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.

CPR Certification

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

Completion of Ed.D. Requirements

In addition to coursework, graduate students matriculating in programs leading to the Ed.D. degree are required to successfully complete a comprehensive examination and must research, write and defend a doctoral dissertation. Students are advanced to candidacy upon the completion of a approved dissertation proposal and have five years in which to satisfactorily complete and defend their dissertation. Students who do not complete their programs within the time frame must petition for an extension of the time limit through the graduate studies office.

Completion of Master's 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 bachelor's and master's degrees, or master's degree 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 nine 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 six 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 degree, 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, Room 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, Room 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 associate vice president for academic affairs, with the original placed in the student's file. The registrar's office must be notified of changes to anticipated graduation dates.

Examinations

D'Youville 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 which 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 G.P.A. 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) or 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, Room 111.

Repeating a Course

1. Students may opt to repeat any course once. Special permission must be obtained for a second repeat of any course; forms are available in the registrar's office. In each case, the original grade will be replaced by the second grade earned, whether higher or lower, when calculating the Q.P.A. 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.
2. 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:
 - a. Permission must be secured beforehand.
 - b. 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 (Q.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	
IS**	Incomplete, progressing satisfactorily	0	
IP**	Course in progress	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. IS and IP grades will be replaced with the earned grade upon course completion.

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 available to students on STACI. If a mailed grade report is requested for employment or health insurance verification, it will be sent to the permanent address provided by the student.

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 or dissertation. Those who have completed all coursework including successful completion of the program's minimum number of thesis or dissertation advisement credits but who have not completed the thesis or dissertation 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 six 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 a jurisdiction in the United States or Canada, 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.

Physical therapy students matriculating in the transitional D.P.T. program must provide proof of licensure to practice physical therapy in a jurisdiction of the United States or Canada.

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 do so only 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; including 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 time frame 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, Room 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. Completion of coursework, including internships or practicum, concurrently with the following activities:
2. Completion of the thesis/dissertation proposal, thesis/dissertation proposal presentation, IRB application, thesis/dissertation, thesis/dissertation defense and thesis/dissertation presentation day;
OR
Completion of the project and its related activities as determined by each graduate program.
3. Review and approval of the thesis/dissertation manuscript by the office of graduate studies outside reader;
OR
Approval of the project as determined by each graduate program.
4. Submission of signed green sheets form 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 sixth 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.

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.)
- Adolescence 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.)
- Nurse Practitioner (M.S.)
- Occupational Therapy (M.S. O.T.)
- Physician Assistant (M.S.)

Two-degree programs are offered in the following:

- Accounting (B.S.) and International Business (M.S.)
- Biology (B.S.) and Chiropractic (D.C.)
- Health Services (B.S.) and Physical Therapy (D.P.T.)

Dual-degree programs are offered in the following:

- Dietetics (B.S./M.S.)
- Information Technology (B.S.) and International Business (M.S.)
- International Business (B.S./M.S.)
- Nursing (B.S./M.S.)
- Occupational Therapy (B.S./M.S.)
- Physician Assistant (B.S./M.S.)

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

R.N. students may choose the master of science in either of 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.)
- Doctor of Physical Therapy (D.P.T.)
- Transitional Doctor of Physical Therapy (t-D.P.T.)

Graduate Degree Programs

PROGRAM CODE	NAME	DEGREE	HEGIS CODE
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	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
28658	Nursing/Community Health Nursing *.....	B.S.N./M.S.	1203.10
82478	Nursing/Community Health Nursing.....	M.S.	1203.10
85292	Occupational Therapy *.....	B.S./M.S.	1208.00
26612	Occupational Therapy	M.S.	1208.00
23765	Physical Therapy	M.S.	1212.00
23766	Physical Therapy	M.P.T.	1212.00
29545	Physician Assistant	M.S.	1299.10
29545	Physician Assistant	B.S./M.S.	1299.10
28171	Physical Therapy	D.P.T.	1212.00

Professional Degree Program

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

Certificate Programs

29158	Adolescence Education .....	.....	0803.00
21761	Advanced Orthopedic Physical Therapy .....	.....	1212.00
29157	Childhood Education .....	.....	0802.00
22279	Clinical Research Associate .....	.....	1202.00
22492	Family Nurse Practitioner.....	.....	1203.12
22278	Health Services Administration .....	.....	1202.00
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

Masters 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. The special education degree programs lead to both general and special education certifications.

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. In addition to a general education core requirement, students must have 30 credit-hours in content core with a minimum of three credit-hours from each of the following areas: English, social studies, mathematics, and natural sciences.

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-credit concentration in the certification area, at least three credit-hours of study in a foreign language and coursework towards a general education core requirement. Deficiencies must be made up before the student is eligible to student teach.

Transfer Credit Policy

Students may transfer up to nine graduate credits with a 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.

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's 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.

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 G.P.A. is not 3.0 or better following the semester on probation, the student will be dismissed from the program. The student may reapply for admission after a one-year absence. Readmission is not guaranteed. A student must have a cumulative G.P.A. of at least 3.0 to graduate.
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 Education Department, 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. A student must complete ALL D'Youville coursework in the area of concentration prior to student teaching.
6. If the student has more than six graduate credits below a B (B-, C+, C), courses must be retaken prior to student teaching, whenever possible. The chairperson of the department must approve the course(s) to be retaken.
7. A grade of C- or below is not applicable to any graduate program in education.
8. A course can be repeated only once and must be repeated at D'Youville.

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.

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 one-credit seminar. Students who hold *provisional* certification in the area in which they are seeking the master's degree are not required to complete the student teaching practicum. Students who hold *initial* certification may have to complete student teaching.

Prerequisites for Student Teaching

Students must have successfully completed ALL required D'Youville education coursework and general core and content core coursework 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.

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 for the childhood or adolescence programs.

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.
2. Application forms are available on D'Youville College's Web site. 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. Five 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.

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.

New York State Teacher Certification Examinations

All students in education programs in New York state are required to 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. The college may take appropriate action if a student's off-campus behavior adversely affects the good name of the college or represents a threat to any individual, group or the order of the community. If action is necessary, due process shall be afforded to all parties.

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

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.

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 647 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
TOTAL	40

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 Early Childhood Education.....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 647 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
TOTAL	40

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 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 647	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
TOTAL		37

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 Middle Childhood
Education/Generalist & Specialist** 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 605	Pre-Student Teaching Seminar	1
EDU 613	Methods of Content Area Literacy	3
EDU 620	Foundations of Learning Theory	3
EDU 622	Meeting the Needs of Exceptional Learners	3
EDU 621	Secondary School Content Methods	3
EDU 652	Curriculum Planning in Education	3
EDU 656	Philosophical and Social Foundations of Education	3
TOTAL		25

RESEARCH COURSES:

GRA 600	Theory Development	3
EDU 653	Critical Issues in Education	3
EDU 658	Research in Education	3
EDU 665	Education Project I	3
EDU 666	Education Project II	3
TOTAL		15

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 647 Pre-Student Teaching Seminar	1
SED 649 Methods and Materials for Special Education	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
TOTAL	40

RESEARCH COURSES:

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

**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 647 Pre-Student Teaching Seminar	1
SED 649 Methods and Materials for Special Education	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
TOTAL	40

RESEARCH COURSES:

GRA 600 Theory Development	3
SED 658 Research in Education	3
SED 665 Education Project I.....	3
SED 666 Education Project II	3
TOTAL	12

**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 647 Pre-Student Teaching Seminar	1
SED 649 Methods and Materials for Special Education.....	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
TOTAL	40

RESEARCH COURSES:

GRA 600 Theory Development	3
SED 658 Research in Education.....	3
SED 665 Education Project I	3
SED 666 Education Project II.....	3
TOTAL	12

**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 647 Pre-Student Teaching Seminar	1
SED 649 Methods and Materials for Special Education.....	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
TOTAL	40

RESEARCH COURSES:

GRA 600 Theory Development	3
SED 658 Research in Education.....	3
SED 665 Education Project I	3
SED 666 Education Project II.....	3
TOTAL	12

**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 613 Methods of Content Area Literacy.....	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 603 Practicum in Student Teaching.....	6
SED 605 Pre-Student Teaching Seminar.....	1
SED 649 Methods and Materials for Special Education.....	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
TOTAL	40

RESEARCH COURSES:

GRA 600 Theory Development.....	3
SED 658 Research in Education.....	3
SED 665 Education Project I.....	3
SED 666 Education Project II.....	3
TOTAL	12

**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	CREDITS
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

Doctoral Program

The doctoral program in educational leadership provides advanced graduate training for individuals who have previously completed a 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 provisionally. 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. In the event applicants have fewer than 45 hours of prior graduate work, prerequisite courses will be necessary to complete the total required.

Prerequisite

Students must have 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 complete the following:

- 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.
- Provide 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.....	9
TOTAL		9
Credits required for Ed.D. courses.....		45
Transfer credits.....		45
 TOTAL Required for Ed.D.		 90

Health Policy and Health Education

Doctoral 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. D’Youville’s 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, students will 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 or health education 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 provisionally. 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 masters or post-masters 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 fewer 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 policy and health education:

- 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, education 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.

Additional Requirements

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

- 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

Masters 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 (six credits per semester) can complete their course work in seven semesters. Full-time students take nine to twelve credits per semester.

Admission Requirements

In addition to the general admissions requirements, applicants to the master's 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.

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, one credit

Health care or management experience

- two years of full-time experience

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 659 Improving Performance of Health Systems	3
HSA 652 Healthcare Economics and Public Policy making	3
SOC 600 Epidemiology.....	3
TOTAL	24

ELECTIVES (Choose ONE of the following):

HSA 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

Masters Program

The master's 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 (nine to twelve credit-hours per semester). Part-time students generally register for six 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. A completed baccalaureate degree in business.*
2. An undergraduate course in computer science or its equivalent and a minimum of a three-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 three to nine 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 Human Resources 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	Applied Research Methods	3
GRA 622	Applied Research Project Seminar.	3
	TOTAL	9
FIELDWORK:		
IB 620	International Business Fieldwork.	3-9
	TOTAL	3-9
TOTAL Required for M.S.		39-45

Accounting B.S. and International Business M.S.

5 - Y E A R B . S . / M . S .

The revised section 52.13 (b)(2) of the Accounting Regulations requires that, "on or after Aug. 1, 2004, public accountancy programs registered for licensure purposes must be baccalaureate or higher degree programs that, by requisites or prerequisites, consist of at least 150 semester hours or their equivalent. These 150 hours must include a minimum of 33 semester (or equivalent) hours in the professional accounting content area, a minimum of 36 semester (or equivalent) hours in the general business content area, and a minimum of 60 semester (or equivalent) hours in the liberal arts and sciences content area." The accounting program at D'Youville College fulfills these requirements by combining its existing B.S. in accounting program with its M.S. in international business program.

Admissions Requirements

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1000 or ACT equivalent.
2. High school average of at least 85 percent.
3. High school ranking in the upper half of class.

Students must also demonstrate successful completion of two years of mathematics. Although D'Youville does not mandate that letters of recommendation or a letter of intent to study a specific discipline be included with the application, students applying to the accounting and international business B.S./M.S. program are strongly advised to include these documents with their application.

The admission requirement for transfer students is a minimum Q.P.A. of 2.5. Transfer students are also strongly advised to include letters of recommendation and a letter of intent with their application. Students with a Q.P.A. of lower than 2.5, may be considered for conditional acceptance on an individual basis. Conditionally accepted students can matriculate after completing four undergraduate or graduate courses, as appropriate, with a grade of B or better.

Applicants holding other baccalaureate degrees at the time of admission are not required to satisfy the college's core curriculum. However, foreign language (12 credits) and economics (ECO 201 and ECO 202) and accounting (ACC courses) requirements must be met prior to advancement to the fifth year of study. In addition, transfer students are highly recommended to gain competence in word processing and other basic computing skills prior to entering the program. Please note that students are admitted directly into the program and do not have to reapply for admission to the upper division of the program.

Academic Regulations

A student must be in good standing during the first three years of the program:

1. Maintain semester and cumulative averages of 2.5.
2. Maintain a minimum grade of C in all 100- to 400-level courses required in the major and for all other courses required for the major. Students who fail to obtain a grade of C in a required course for the major at the undergraduate level will not be permitted to enroll in major courses having an IB prefix at the 500- and 600-levels until the course is repeated with a minimum grade of C. If space is available a course must be repeated with permission of the program faculty the next time it is offered. A course may be repeated only once.
3. Undergraduate program students experiencing academic difficulties may be required to decelerate their progress until an acceptable level of general academic performance is achieved. Permission to decelerate in the program must be obtained from the chair of the department of business.
4. Students at the undergraduate level can be placed on program probation only once. Any academic deficiency beyond the first program academic probation will result in dismissal from the program.

Graduate Academic Requirements:

A student must be in good standing during the fourth and fifth years of the program:

1. A student must maintain a minimum semester and cumulative average of at least 3.0.
2. No more than a total of two courses with grades lower than B are applicable to the graduate level. This policy applies to all 500- and 600-level courses. A grade of C- or lower is not applicable to the degree in international business.
3. Students who fail to achieve a minimum grade of C- for any course included in the graduate portion of the program (500- or 600-level courses) will not be permitted to enroll for subsequent semesters of the graduate portion until the course has been successfully repeated with a minimum grade of C. If space is available the course must be repeated the next time it is offered.
4. Students are required to obtain permission of program faculty prior to registration in fieldwork internships included in the graduate portion of the program. Permission may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.
5. All fieldwork assignments must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for a fieldwork assignment must receive formal approval of program faculty to repeat the fieldwork experience. A student will not be permitted to repeat an unsatisfactorily completed fieldwork more than once.
6. Students must complete 12 credits in foreign languages.

COURSE REQUIREMENTS FOR THE MAJOR:

100-400 Level Requirement as specified by the Program:

ACC 211	Principles of Accounting – I	3
ACC 212	Principles of Accounting – II	3
ACC 311	Intermediate Accounting – I	3
ACC 312	Intermediate Accounting – II	3
ACC 321	Tax Accounting	3
ACC 322	Cost Accounting	3
ACC 401	Auditing	3
ACC 404	Advanced Accounting	3
ACC 444	Internship	3
ACC Electives		
(Two Electives from ACC 420,407,403 or 412)		6

ECO 207	Statistics	3
ECO 328	Money and Banking	3
LAW 303	Business Law I	3
LAW 304	Business Law II	3
MGT 304	Communication in Organizations	3
MGT 407	Quantitative Management Decision Making	3
MGT 411	International Business	3
ACC 417	Personal Computers for Accountants	3
MGT 421	Corporate Finance	3

500-600 Level Requirement as specified by the program:

IB 501	Theoretical Concepts in Global Economics	3
IB 503	International Economics, Finance and Accounting	3
IB 505	International Negotiation and Communication	3
IB 602	Multinational Corporate Finance	3
IB 604	International Marketing and Research	3
IB 608	Multinational Strategic Management	3
IB 610	Multinational Financial Reporting	3
IB 612	Special Topics in International Business	3
IB 620	International Business Fieldwork	3
GRA 600	Theory Development	3
GRA 621	Applied Research Methods	3
GRA 622	Applied Research Project Seminar	3
College Core Requirements		58
100-400 Level Requirements Specified by the Program		60
500-600 Level Requirements Specified by the Program		36
TOTAL		154

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. The clinical nurse specialist in community health nursing offers an emphasis in education, management or high risk parents and children. 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.

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for both the master's of science degree in community health nursing and the master's 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 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.
3. 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.
4. An undergraduate course in computer science or its equivalent.
5. 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.
6. Conditional students receiving A grades for the first six credits may register for nine 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.
7. Students cannot be admitted into the FNP program on a provisional or conditional basis.

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. Submission of a scholarly paper suitable for publication.
3. 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.

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 (nine to twelve credit-hours per semester) or part-time study.

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:		
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:

GRA 600	Theory Development.....	3
GRA 601	Research Methodology and Design.....	3
TOTAL.....		6

Choose either project OR thesis option:

PROJECT OPTION REQUIREMENTS:*

NUR 610	Project Seminar	2
NUR 629	Project Advisement.....	1-3
SUBTOTAL.....		3-5

THESIS OPTION REQUIREMENTS:*

GRA 610	Thesis Seminar.....	3
GRA 629	Thesis Advisement	3-6
SUBTOTAL.....		6-9

TOTAL CREDITS REQUIRED FOR M.S.:

PROJECT OPTION	30-32
THESIS OPTION	33-36

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

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 three different functional tracks:

- Nursing management (internship required)*
- Nursing education (teaching practicum required)*
- High risk parents and children

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) 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 (nine to 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 track. The management track can be completed in three semesters of full-time study plus one semester of part-time study (six credits per semester).

High Risk Parents and Children

The track is designed to provide advanced nursing preparation to meet the needs of the community regarding family function or dysfunction. Currently, parents and children at risk pose a significant concern in society as the degree of stress on the family unit increases. The track will provide students in the graduate Community Health Nursing Program with another option for advanced nursing specialization: graduates will be well suited to meet the needs of those high-risk families in today's stressful society.

Course Requirements

COMMUNITY HEALTH NURSING DEGREE: M.S.

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

NURSING COMPONENT:

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 THREE tracks)

EDUCATION TRACK:

GRA 606	Curriculum Development.....	3
GRA 607	Teaching Strategies	3
GRA 608	Teaching Practicum.....	3
SUBTOTAL		9

HIGH RISK PARENTS AND CHILDREN:

NUR 611	Nursing Care of High Risk Parents and Children I: Primary Prevention.....	3
NUR 612	Nursing Care of High Risk Parents and Children II: Secondary and Tertiary Prevention	3
GRA 607	Teaching Strategies	3
SUBTOTAL		9

MANAGEMENT TRACK:

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:

GRA 600	Theory Development.....	3
GRA 601	Research Methodology and Design.....	3
TOTAL		6

PROJECT OPTION REQUIREMENTS:

NUR 610	Project Seminar.....	2
NUR 629	Project Advisement.....	1-3
SUBTOTAL		3-5

THESIS OPTION REQUIREMENTS:*

GRA 610	Thesis Seminar.....	3
GRA 629	Thesis Advisement	3-6
SUBTOTAL		6-9

TOTAL CREDITS REQUIRED FOR M.S.:

PROJECT OPTION	36-41
THESIS OPTION	39-45

*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 six to ten 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).

Transfer Criteria

(for students who do not meet admission requirements) In addition to the above requirements, students must meet the following if they wish to transfer to the FNP program:

1. An overall minimum undergraduate and nursing G.P.A. of 2.75;
2. Current matriculated student in either the CHN or CFN program;
3. Completion of GRA 600 (Theory Development) and NUR 609 (Professional Role Development) with a grade of **B+** or better;
4. Students who fail to achieve a B+ or better in the above courses will not be considered for transfer.

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's 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 six 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 six 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 and Primary Care of Children and Families	3
NUR 635 Health Promotion and Primary Care of Women and Families.....	3
NUR 637 Health Promotion and 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 600	Theory Development.....	3
GRA 601	Research Methodology and Design.....	3

SUPPORTIVE COMPONENT:

NUR 632	Advanced Pharmacology.....	3
NUR 633	Advanced Physiology and Pathophysiology	3
TOTAL.....		12

Choose either project or thesis option:**PROJECT OPTION REQUIREMENTS:**

NUR 610	Project Seminar	2
NUR 629	Project Advisement.....	1-3
SUBTOTAL.....		3-5

THESIS OPTION REQUIREMENTS:

GRA 610	Thesis Seminar.....	3
GRA 629	Thesis Advisement	3-6
Subtotal.....		6-9
TOTAL Required for M.S.:.....		39-42

Occupational Therapy

Masters 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 O.T.R 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:

- Two letters of reference: one personal (non-family member) and one academic/professional letter of reference.
- Evidence of completion of a baccalaureate degree.
- 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 cumulative undergraduate G.P.A. of at least 3.0
 - A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the upper half of undergraduate work
 - A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.
- Completion of the following prerequisite courses with a grade of C or better. Courses must be at least three credits and pass/fail grades are not accepted:
 - General or Developmental Psychology (must cover life span development)
 - Abnormal Psychology
 - Sociology or Social Anthropology
 - Applied Statistics

- e. Human Anatomy and Physiology I and II with labs or six to eight 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 skills 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 online 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 a U 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.

Policy for Completion of Occupational Therapy Program in Timely Manner:

Full-time and part-time students in the occupational therapy (OT) B.S./M.S. and M.S. programs must complete all academic requirements within three (3) semesters (including summer semester) or one 12-month calendar-year following successful completion of both Clinical Fieldwork I and II (OT 640 and OT 641). This includes the semester following Clinical Fieldwork Level II when students return to campus to complete Professional Issues, Community Practice and either thesis or research project courses and two (2) additional semesters. In addition to other academic requirements, Clinical Level II Fieldwork must be successfully completed within a 12-month period of completion of all other coursework or repetition of academic courses may be required.

A student who does not complete Clinical Level II Fieldwork within the required 12-month period may need to repeat one or more of the following courses:

- OT 527 Evaluation and Documentation I
- OT 529 Child and Adolescent Intervention
- OT 633 Evaluation and Documentation II
- OT 634 Adult and Geriatric Intervention

Students who do not complete their program within the time frame specified in this policy 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 form will be completed by the student and forwarded to the chair of occupational therapy who will sign and forward this to the graduate studies office on the student's behalf. [Refer to "Extension to Complete Graduate Degree" in the academic policies and procedures section of catalog on page 19, for the remaining steps in the procedure.]

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

Entry Level Program

Doctor of Physical Therapy (D.P.T.)

The graduate entry-level doctor of physical therapy (D.P.T.) program is offered to applicants who have completed a bachelor's degree and undergraduate prerequisites required by the P.T. department. The graduate professional program is also offered as part of a two-degree program to D'Youville College undergraduate students, in coordination with the health services administration department. The three-year graduate D.P.T. program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) through 2015 and registered with the New York State Education Department (NYSED).

The D.P.T. curriculum involves 108 credit-hours and includes traditional college coursework, distance learning, clinical fieldwork affiliations and required graduate research. Coursework in the doctoral program begins in the fall semester of the first year of graduate study and runs through nine consecutive semesters to typically be completed by August of the third year. D'Youville's unique 36-month doctoral professional program is organized as 12-month curricula, allowing students to enter practice in a minimum of time. D'Youville's physical therapy programs offer quality clinical fieldwork experiences at a choice of more than 300 clinical sites. Internet discussion runs concurrently with clinical fieldwork so that students always have a connection to the faculty, regardless of where they choose to do their fieldwork.

The physical therapy program is a demanding program in course work, time commitment and financial obligations. Students enrolled in the professional program must complete three full-time summer sessions in addition to the six full semesters of course work in the three-year doctoral program. Clinical fieldwork, which is scheduled throughout the curriculum, may require an additional expense for travel and room and board. Physical therapy students also incur an additional expense for laboratory fees and completing the thesis or clinically applied project. Successful defense of the thesis or project and successful performance on a comprehensive exam are required for graduation from this program. A few students in the physical therapy program may seek employment as work-study students on campus. Due to the time commitment to the program, part-time off-campus work during the program is not recommended.

Post-Professional Program:

Transitional Doctor of Physical Therapy (t-D.P.T.)

In addition to our entry-level program, our department offers a post-professional D.P.T. program (transitional D.P.T.) to licensed physical therapists seeking to update their credentials. 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. Experienced licensed professionals at the bachelor's-prepared level may require some prerequisite course work to be eligible for admission. The program requires a total of 22 credits and may be completed within a 12-18 month period.

Admission Requirements – Entry-level program degree candidates (D.P.T.)

Applicants to the doctor of physical therapy (D.P.T.) must submit a graduate application to the graduate admissions office to be evaluated on the basis of:

1. Academic performance based on official college or university transcripts
2. Official academic transcripts from colleges and universities attended both undergraduate and graduate levels
3. Evidence of capability to succeed in a graduate program, as shown by a cumulative undergraduate G.P.A. of at least 3.0 (on a 4.0 system)
4. Evidence of completion of all prerequisite courses completed with a grade of “C” or better:

Prerequisite courses equivalent to the following

D’Youville College courses:

Math & Natural Sciences

- BIO 107 & BIO 108 Human Anatomy and Physiology. I & II with labs
- CHE 111 Chemistry for the Health Sciences I
- CHE 112 Chemistry for the Health Sciences II
- CHE 113L Chemistry for the Health Sciences Laboratory
- PHY 111 & 112 Introduction to Physics I and II with labs
- MAT 122 Algebra and Trigonometry
- MAT 123 Introduction to Applied Statistics

Social & Behavioral Sciences

- SOC 101 Principles of Sociology or SOC 102 Social Problems
- PSY 101 General Psychology
- PSY 203 Developmental Psychology
- RSC 203 Medical Terminology

Qualified applicants meeting all other admission requirements for acceptance in the professional program, with the exception of PT specific undergraduate prerequisites, may be accepted into the program with matriculation pending completion of identified undergraduate coursework.

5. International students, whose language of instruction was other than English must submit a TOEFL (Test of English as a Foreign Language) score.
6. A willingness to conform to published college and program policies.
7. Technical Standards

Because of the number of essential psychomotor competencies and level of communication and clinical decision-making requirements of clinical fieldwork, the following technical standards are applied to all applicants and matriculants:

- 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.
- e. The ability to fluently and sequentially describe and efficiently demonstrate the motor planning required to perform a familiar task such as tying one’s shoe or wrapping a package.

The physical therapy department seeks to provide equal access to its educational offerings and program-sponsored events for individuals with disabilities. Reasonable prior notice is needed to arrange accommodations. Students are required to self-identify their needs to the director of disability services.

Admission Requirements – Transitional D.P.T. degree candidates

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

- Official transcripts indicating an entry-level M.P.T. or B.S./M.S. degree in physical therapy or its equivalent as determined by independent review
- Minimum cumulative graduate G.P.A. of 3.0
- Current active license to practice physical therapy in the U.S. or its equivalent
- Licensed physical therapists with an entry-level bachelor’s degree are required to submit the APTA Physical Therapist Evaluation Tool (PTET).
- Two letters of recommendation addressing leadership potential and the ability to work with others
- International students whose language of instruction was other than English must submit a TOEFL (Test of English as a Foreign Language) score.

Graduate Application Process (Graduate Admissions Office)

Applications will be processed when the following items have been forwarded to the office of graduate admissions. The deadline for applications is November 30 for acceptance into the next cohort beginning in the fall semester.

1. Applicants must complete a D’Youville College application with a \$25 (U.S. funds) nonrefundable processing fee; make checks payable to: D’Youville College-Application Fee. A free online application is available on the college Web site at www.dyc.edu.
2. Official transcripts of all undergraduate and, where applicable, graduate work
3. Evidence of completion of 60 or more hours of work with a vulnerable population (e.g. children, individuals who are socio/economically disadvantaged, clinical populations, individuals with disabilities); For t-DPT applicants: a letter from employer showing evidence of satisfactory work experience.
4. Two letters of recommendation addressing leadership potential and the ability to work with others
5. For transitional D.P.T. applicants ONLY, a copy of current license to practice physical therapy in the U.S.

Graduate admissions counselors initially conduct application review. Once an application file is complete, then transcript/course review is conducted by designated P.T. department core faculty to determine equivalency of course content with specified undergraduate prerequisites for acceptance into the professional program.

Academic Regulations

In addition to the general academic regulations, all matriculating students in the graduate physical therapy program must complete 108 credit-hours as required, which also includes the completion of a scholarly research project (or thesis completion equating to 111 credit-hours). 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 graduate program. Students who fail to obtain a C in a required course will not be permitted to enroll in P.T. 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. You may only have two (2) grades of C, C+ or B- for graduate-level courses that are applicable to the doctor of physical therapy degree.
- c.) A minimum cumulative G.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 fieldwork. 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 fieldwork 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 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 examination within the deadline established by the department.
- h.) Students must successfully defend their thesis or project proposal within the deadline established by the department.
- i.) A sequence of graduate course work leading to either a thesis or project is required for completion of the 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.

Project sequence includes GRA 601, PT 621, PT 622, and a graduate elective course. Thesis sequence includes GRA 600, GRA 601, GRA 610 and GRA 629.

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 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 breach 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 ten days to the vice president of academic affairs.

Course Requirements

**Physical Therapy Degree:
Doctor of Physical Therapy (D.P.T.)**

**COURSE REQUIREMENTS FOR
THE PROFESSIONAL PHASE**

In the specific area of concentration:		CREDITS
BIO 639	Human Gross Anatomy	6
PT 500	Basic Skills I.....	3
PT 500L	Basic Skills I/Lab	1
PT 502	Pathophysiology for Physical Therapists	3
PT 503	Clinical Orientation Seminar I.....	0
PT 504	Clinical Orientation Seminar II	0
PT 505	Introduction to P.T. and Health Care Systems	2
PT 506	Physiology of Therapeutic Exercise	2
PT 506L	Physiology of Therapeutic Exercise Lab	1
PT 507	Health and Wellness	1
PT 508	Biomechanics and Functional Kinesiology for The Physical Therapist.....	3
PT 508L	Biomechanics and Functional Kinesiology for The Physical Therapist Lab Seminar	2
PT 509	Life Span Development	3
PT 510	Basic Skills II.....	3
PT 510L	Basic Skills II/Lab	1
PT 513	Patient/Client Management in Orthopedic Physical Therapy I	2
PT 513L	Patient/Client Management in Orthopedic Physical Therapy I Lab	2
PT 515	Integration Seminar I	2
PT 547	Pharmacology for Rehabilitation Specialists	1
PT 550	Clinical Neuroscience.....	5
PT 552/ 552L/552S	Patient/Client Management in Cardiopulmonary Physical Therapy/Lecture..... Lab/Seminar	2 1
PT 574	Clinical Fieldwork I.....	3
PT 603	Critical Thinking and Critical Reasoning.....	3
PT 604	Clinical Orientation Seminar III.....	0
PT 605/ 605L	Neurodevelopmental and Neuromuscular Physical Therapy/Lab	6 6
PT 612	Community Health and Wellness Through The Life Span	2
PT 613	Patient/Client Management in Orthopedic Physical Therapy II	2
PT 613L	Patient/Client Management in Orthopedic Physical Therapy II Lab	2
PT 615	Integration Seminar II	1
PT 618	Patient/Client Management in Rehabilitation Physical Therapy	3

CREDITS

PT 618L	Patient/Client Management in Rehabilitation Physical Therapy Lab	2
PT 623	Integration Seminar III.....	1
PT 648	Differential Diagnosis.....	3
PT 674	Clinical Fieldwork II	4
PT 675	Clinical Fieldwork III.....	4
PT 703	Client Education, Advocacy and Consultation	3
PT 704	Clinical Orientation Seminar IV.....	0
PT 710	Integration Seminar IV.....	2
PT 720	Clinical Fieldwork IV	6

HSA 613	Management in Health Care Organizations	3
Graduate Elective, Practicum or Directed Study		3

SUBTOTAL..... 99

RESEARCH COMPONENT

CHOOSE EITHER PROJECT OR THESIS OPTION:

Project Option Requirements:

GRA 601	Research Methodology and Design	3
PT 621	Physical Therapy Project I Seminar	3
PT 622	Physical Therapy Project II Advisement	3
SUBTOTAL.....		9

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..... 108-111

**Post-Professional Transitional Doctor of
Physical Therapy Program (t-D.P.T.)**

ADDITIONAL COURSE REQUIREMENTS:

PT 547	Pharmacology for Rehabilitation Specialists	1
PT 603	Critical Thinking and Critical Reasoning	3
PT 648	Differential Diagnosis.....	3
PT 703	Client Education, Advocacy and Consultation	3
PT 704	Clinical Orientation Seminar IV.....	0
PT 710	Integration Seminar IV.....	2
PT 720	Clinical Fieldwork IV	6
Graduate Elective		4
TOTAL Required for t-D.P.T.....		22

Physician Assistant

The mission of the D'Youville College physician assistant program is to prepare high-quality clinicians with the highest ethical standards, who will be leaders in the P.A. profession. Our graduates will be trained to serve a variety of patient populations with sensitivity and compassion, with an emphasis on the needs of the medically underserved. We are dedicated to fostering the skills necessary to generate new clinical insights based on medically relevant research. The D'Youville College physician assistant graduate will be a community educator of preventive medicine based on a personal philosophy of lifelong learning.

The physician assistant program offers two graduate tracks: a three-year master of science degree program and a combined B.S./M.S. degree program. All students admitted to the program are expected to complete at least the last three years of the curriculum through full-time studies at D'Youville College. Students who successfully complete all studies required in either curriculum will be awarded a B.S./M.S. or M.S. degree in physician assistant and will be eligible to sit for the National Certifying Examination for Primary Care Physician Assistants, developed and administered by the National Commission on Certification of Physician Assistants.

The physician assistant program has been approved and registered by the New York State Education Department and is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

Within the B.S./M.S. program the first two years (Phase I) are devoted to the study of the arts, humanities and sciences, which satisfy general education core requirements of the college's baccalaureate degree and other prerequisite requirements specified by the program curriculum. The third year, beginning the professional phase of study (Phase II), prepares the student with a broad, comprehensive base in clinical medicine, pharmacology, physical diagnosis, clinical laboratory medicine and preventive medicine. The professional phase also allows the student to develop the interpersonal skills, communication skills and critical thinking skills, which are essential to facilitate effective and empathetic relationships with patients and effective collaboration with other health care professionals.

The fourth year of the curriculum allows the student to apply and refine his/her critical thinking and clinical skills while working under the guidance and supervision of clinical preceptors. Over the course of 38 weeks, students rotate through nine mandatory medical and surgical disciplines. During the fifth year (Phase III), students enroll in graduate-level applied research courses, advanced clinical science courses and advanced clinical rotations. The students also complete a research project during this year. The stand-alone M.S. curriculum follows the same curriculum in years three, four and five. Only those students who have completed all program prerequisites and who have a prior baccalaureate degree are eligible for the stand alone M.S.

Student Responsibilities

The physician assistant program is a demanding program in course work, time commitment and financial obligations. Students enrolled in the B.S./M.S. program must complete four summer sessions in addition to the ten regular full-time semesters, for a total of 172 credit-hours. Students enrolled in the three-year M.S. program, must complete two summer sessions in addition to the six regular full-time semesters. Clinical rotations will require additional

expenses for travel and room and board. All students are responsible for their own transportation to and from clinical rotations and extended daily travel distances may be required. D'Youville recommends that each student have a valid driver's license and his or her own vehicle. Due to the time commitment to the program, particularly in Phase II and III of the program, part-time, off-campus work is not recommended.

Admissions Criteria

With regards to the five-year B.S./M.S. track, traditional freshman students will be directly admitted into the freshman year and transfer students can be admitted directly into the program curriculum at any point in Phase I of the curriculum. Class placement for transfer students will be dependent on successful completion of prerequisites and competitive space-available basis. Once accepted into the program, students are expected to complete pre-professional prerequisites at D'Youville and the following courses must be taken at D'Youville College: BIO 303 biochemistry, BIO 240 human gross anatomy, and BIO 307 pathophysiology. Credit may be given to transfer students who have satisfactorily completed these courses within 18 months prior to beginning the professional phase (Phase II). Qualified applicants are determined, via written application materials and personal interview, on the basis of several criteria: ability to master the rigorous academic content of the program, verbal and written communication skills, emotional maturity and understanding of and motivation to enter the profession.

****All students (general and transfer) must show evidence of a minimum of 80 hours of direct patient contact to be considered for admission.**

With regards to the three-year M.S. track, the following criteria applies:

1. A student must have a baccalaureate degree from an accredited college or university program.
2. Completion of the following prerequisite courses with the grade of at least a B- or better. Courses must be at least three credits and pass/fail grades are not accepted.
 - Human Anatomy & Physiology I and II with corresponding labs
 - General Chemistry I & II with corresponding labs
 - Developmental Psychology
 - Statistics
 - Organic Chemistry I with lab
 - Microbiology
 - Medical Terminology
 - Biochemistry
 - Gross Anatomy
 - Challenges of Death
 - Bioethics
 - Pathophysiology

Students may be required to repeat science courses taken six or more years ago.

All applicants must accrue and provide official documentation of at least 80 hours of direct patient contact hours either through volunteer activities or employment activities.

Following review of written documentation (which includes essays and three letters of recommendation), select applicants are invited for an interview by P.A. program faculty and practicing physician assistants.

Qualified applicants are determined, via written application materials and personal interview on the basis of several criteria: ability to master the rigorous academic content of the program, verbal and written communication skills, emotional maturity, understanding of and motivation to enter the profession. Not all applicants satisfying minimum academic requirements will be selected for an interview.

Minimum Academic Requirements

Traditional freshman students applying for admission to the five-year B.S./M.S. program must meet or exceed each of the following criteria:

- A combined SAT score of at least 1100
- Rank in at least the upper fourth of his/her graduating class
- A class average of at least 85 percent
- Three years of math, one year of chemistry and one year of biology.

A grade of at least 83 percent must have been achieved in each course.

Transfer students applying to the B.S./M.S. or M.S. program must meet or exceed each of the following:

- A G.P.A. of at least a 3.0 on a 4.0 scale;
- A grade of at least B- in all college science courses and other college courses required by the program;
- Students may be required to repeat science courses taken six or more years prior to application to the program

Patient Care Experience

To be considered for an interview, all applicants must accrue and provide official documentation of at least 80 hours of direct patient contact hours either through volunteer or employment activities. Applications without this documentation will not be considered for an interview.

All students are accepted on a competitive space-available basis, based upon the above criteria. Maximum enrollment in years three, four and five of the program is approximately 40 students.

Following review of the written application materials, a pool of applicants are selected to be interviewed by program faculty, physicians, alumni, students and practicing physician assistants. Interviews are scheduled between December and February. All application materials must be received by the office of admissions by the posted deadline. Late or incomplete written applications will not be considered for a personal interview.

Academic Regulations

The five-year B.S./M.S. curriculum is composed of three phases, which extend across five years. Phase I, the preprofessional phase, includes the first two years of study, which is comprised of the prerequisites and core curriculum. Phase II is the third and fourth year, which is the professional phase, and includes the didactic preparation for practice and clinical rotations. Phase III is the graduate-level curriculum. Each phase of the program is considered a prerequisite to the next phase and must be satisfactorily completed prior to advancement.

In addition to general college policies and regulations, which apply to all students, academic regulations of the physician assistant program are applicable to both full- and part-time students. They include the following requirements:

ACADEMIC REQUIREMENTS FIVE-YEAR B.S./M.S. PROGRAM

STUDENT RESPONSIBILITIES:

1. The physician assistant program is a demanding program in course work, time, commitment and financial obligations. Students enrolled in the five-year B.S./M.S. program must complete four summer sessions in addition to the ten regular full-time semesters. Clinical rotations will require additional expenses for travel and room and board. Due to the time commitment to the program, particularly in Phase II and Phase III of the program, part-time off-campus work is not recommended.
2. As noted above, the physician assistant program is composed of three distinct academic phases. Each phase of the program is considered a prerequisite to the next phase and must be satisfactorily completed prior to advancement.
3. Student Conduct: Students enrolled in the D'Youville College physician assistant program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Dishonesty or misconduct, whether academic or professional, in any form will not be tolerated by PA program faculty. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant program. Professional misconduct will be reviewed by the progress committee and may result in dismissal from the program. Unprofessional behavior in the clinical setting will result in failure of the practicum regardless of course mastery and may result in immediate dismissal from the program.

Academic Requirements: In addition to general college policies and regulations, which apply to all students, academic regulations of the physician assistant program are applicable to both full-time and part-time students. They include the following:

Phase I:

- a. Students enrolled in the first two years of the curriculum must maintain a semester and cumulative grade point average (G.P.A.) of at least 2.5. Achievement of the specific minimum G.P.A. is required for advancement from Phase I to Phase II of the program curriculum. The minimum G.P.A. is also required for enrollment in any professional foundation course specified in the program curriculum plan with a prefix course number.
- b. A minimum grade of C for any course specified as Phase I prerequisite in the program curriculum plan. A grade of C must be achieved in all Phase I prerequisites prior to advancement to Phase II of the program.
- c. Students who do not meet academic requirements for two science course requirements in the same semester will be automatically decelerated into the next graduating class.

Phase II

- a. A minimum grade of B- (80 percent) is required for all courses included during the didactic year of Phase II curriculum with the exception of PA 335/336 Pharmacology (in which the minimum passing grade is 73 percent). A minimum grade of C (73 percent) is required for all courses included during the clinical year of Phase II of the curriculum. Students who fail to obtain the required grades in any Phase II course during the didactic year of the program curriculum will not be permitted to progress to the clinical year of the program. Students may be permitted to decelerate and repeat 300-level courses on a case-by-case basis, depending on their past academic history. Any program required course may be repeated only once. Second failure of the same course will result in automatic dismissal of the physician assistant program. Students who must repeat a 300-level course will be required to repeat and demonstrate continued proficiency in any or all other 300-level courses prior enrollment in 400-level courses. Any student who fails more than one 300-level course in the same semester will be automatically dismissed from the program.
- b. Students experiencing academic difficulties may be required to decelerate their progress through Phase I or Phase II until an acceptable level of performance is achieved.
- c. Students are required to obtain permission of the program faculty prior to registration in clinical rotations included in Phase II of the program. Despite meeting minimum academic standards, permission to accelerate into the clinical year may be denied on the basis of demonstrated weakness or inability to meet the program academic and professional standards.
- d. All clinical rotations during the fourth year of study must be completed with a minimum grade of C (73 percent) and a "Pass" recommendation from their clinical preceptor. Students who do not meet these minimum criteria in any 400-level clinical rotation course, or who voluntarily withdraw from the clinical rotation, must receive formal approval by the appropriate program faculty to repeat that course or to continue with the subsequent rotations. Formal or informal remediation may be required prior to returning to the clinical experiences. All clinical rotations must be completed within 18 months of completion of didactic academic course work or repetition of academic courses may be required. A student will not be allowed to repeat more than one 400-level course required in the major without permission of PA program faculty. Failure of a second 400-level course may result in dismissal from the program.
- e. A student must possess current certification in adult and pediatric Cardiopulmonary Resuscitation (CPR), child abuse recognition certification and New York state in servicing on blood-borne pathogens, prior to admission into the professional phase of the program. All third-, fourth- and fifth-year students must have professional liability insurance specified by the program. Students must also have evidence of vaccinations/immunizations for MMR, Hepatitis B, Varicella and PPD testing.

Phase III

- a. During the fifth year of study in the five-year B.S./M.S. degree program, as a requirement of the primary care rotation, all senior level students must satisfactorily complete a community service project with a corresponding poster presentation as outlined in the senior student manual.
- b. During the fifth year of study, a minimum passing grade for all graduate level courses will be an B (83 percent). Achieving and maintaining a minimum G.P.A. of 3.0, within the graduate year, is a requirement for completion of the graduate year.
- c. Failure of a student to obtain the minimum passing grade for any course during the fifth year of study will be addressed by the program faculty on an individual basis. Permission to repeat a program-required course will be at the discretion of the program faculty and will be based on previous academic standing.
- d. All master's degree candidates must satisfactorily complete an individual research project with a corresponding presentation. This project must have prior approval from the department and be overseen by an advisor.

ACADEMIC PROBATION:

1. A student will 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 the two full-time semesters that immediately follow the date of the probation. All students on program academic probation must meet the academic standards for their degree. Failure to meet the academic standards during a probationary period will result in dismissal from the program.
2. Students requiring a second probation period will be brought before the progress committee. Permission to continue in the program will be decided on a case-by-case basis and may result in dismissal from the program.
3. Academic deficiencies that result in program academic probation must be corrected within the two semesters that immediately follow the date of probation.
4. Probationary students on a decelerated or part-time schedule must continue to meet all conditions of the probation while on a part-time schedule and will remain on probation until the completion of their next two full-time semesters.
5. Failure to meet the conditions of probation will result in dismissal from the program.
6. Students may appeal the decision of dismissal from the physician assistant program to the chairperson. The appeal is initiated with a letter from the student to the department head describing the circumstances that limited academic performance. The department head presents the appeal to the physician assistant faculty for consideration. If the appeal is accepted, the student will remain on probation for two, full-time semesters and must satisfy the criteria of probation. For information on the appeal process beyond the chairperson, students should consult the college calendar or Connections.

THREE-YEAR M.S.: ACADEMIC POLICIES AND PROCEDURES:

In addition to general college policies and regulations which apply to all students, academic regulations of the physician assistant program are applicable to PA students. They include the following:

1. A minimum grade of a B- (80 percent) is required for all courses (except PA335/336, in which the minimum passing grade is 73 percent) included in the first year of the three-year curriculum.
2. Students who fail to obtain the required grades in the 300-level courses will not be permitted to enroll in the 400-level courses.
3. Students are required to obtain permission of the program faculty prior to registration in clinical rotations. Despite meeting minimum academic standards, permission to accelerate into the clinical year may be denied on the basis of demonstrated weakness or inability to meet the program's academic and professional standards.
4. Students will be permitted to repeat 400-level courses on a case-by-case basis depending on past academic achievements. Any program-required course may be repeated only once. Second failure of the same course will result in automatic dismissal from the physician assistant program.
5. Students who must repeat a 400-level course will be required to demonstrate continued proficiency in any or all 400-level courses or skills prior to continuation of the clinical year. Any student who fails more than one 400-level course will be automatically dismissed from the program.
6. All clinical rotations must be completed with a minimum of a C (73 percent) and a "Pass" recommendation from the preceptor. Students who do not meet this minimum criteria in any 400-level course or who voluntarily withdraw from a clinical rotation must receive formal approval of the program faculty to repeat that course or to continue on to subsequent rotations. Formal or informal remediation may be required prior to returning to the clinical experience. All clinical rotations must be completed within 18 months of completion of didactic academic course work or repetition of didactic coursework may be required.
7. Students are required to obtain permission from program faculty prior to registration in the graduate year. Despite meeting minimum academic standards, permission to accelerate into the graduate year may be denied based on demonstrated weakness or inability to meet the program's academic or professional standards.
8. All students will maintain a minimum grade average of B (83 percent) which is a G.P.A. of 3.0 during the graduate year of the program. Achieving and maintaining a minimum G.P.A. is a requirement for completion of the graduate year.
9. During the fifth year of study, in the three-year M.S. degree program, as a requirement of the primary care rotation, all graduate level students must satisfactorily complete a community service project with a corresponding poster presentation as outlined in the student manual.
 - a. All 500-level students will attend courses required for the major and will not be allowed to repeat more than one 500-level course without permission from the program faculty. Failure of a course a second time may result in dismissal from the program.
 - b. All master's degree candidates must satisfactorily complete an individual research project with a corresponding presentation. This project must have prior approval of the department and be overseen by an advisor.
 - c. Policies regarding academic integrity, student responsibilities and professional behavior are the same as noted in the five-year program.

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 the two, full-time semesters that 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. Students who do not meet academic requirements for two science requirements in the same semester will be automatically decelerated into the next graduating class.

Students requiring a second probation period will be brought before the progress committee. Permission to continue in the program will be decided on a case-by-case basis and may result in dismissal from the program.

Academic deficiencies that result in program academic probation must be corrected within the two semesters that immediately follow the date of probation.

Probationary students on a decelerated or part-time schedule must continue to meet all conditions of the probation while on a part-time schedule, and will remain on probation until the completion of their next two, full-time semesters.

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

Students may appeal the decision of dismissal from the physician assistant program to the department chair. The appeal is initiated with a letter from the student to the department head describing extenuating circumstances that limited academic performance. The department chair presents the appeal to the physician assistant faculty for consideration. If the appeal is accepted, the student may remain on program academic probation for two, full-time semesters, and must satisfy the criteria of probation. For information on the appeal process beyond the department head, students should consult the college calendar or Connections.

Student Conduct

Students enrolled in the D'Youville College physician assistant program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Dishonesty or misconduct, whether academic or professional in any form, will not be tolerated by the program faculty. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant program. Professional misconduct will be reviewed by the progress committee and may result in dismissal from the program. Unprofessional behavior in the clinical setting will result in failure of the practicum, regardless of course mastery and may result in immediate dismissal from the program.

Curriculum Sequence

B.S./M.S. CURRICULAR PLAN (172 credits)

The following is the five-year B.S./M.S. curricular plan.

CORE REQUIREMENTS (YEARS 1 AND 2) CREDITS

BIO 107	Human Anatomy & Physiology	3
BIO 107L	Lab	1
CHE 101	General Chemistry I	3
CHE 101L	Lab	1
ENG 111	English Communication	3
CSC 110	Computers & Computing	3
PSY 203	Developmental Psychology	3
BIO 108	Anatomy & Physiology	3
BIO 108L	Lab	1
CHE 102	General Chemistry II	3
CHE 102L	Lab	1
ENG 112	English Communication	3
MAT 120	Elementary Practical Stats	3
1 course in	Sociology	3
3 courses	Humanities	9
CHE 219	Organic Chemistry	3
CHE 219L	Lab	1
BIO 208	Microbiology	3
BIO 208L	Lab	1
PHI 201	Ethics in Theory & Action	
OR		
RSC 201	Religion & Social Responsibility	3
RSC 203	Medical Terminology	1
1 course	PSC/ECO	3
1 course	HIS	3
BIO 303	Biochemistry	3
BIO 240	Survey of Gross Anatomy	4
PHI/RS 214	Challenges/Death	3
PHI/RS 312	Bioethics	3
BIO 307	Pathophysiology	3
3 electives		9
Core Requirements Subtotal		86

DIDACTIC YEAR REQUIREMENTS (YEAR 3)

PA 303	Clinical Medicine I	5
PA 305	Behavioral Medicine I	2
PA 309	Clinical Laboratory Medicine I	2
PA 312	Physical Diagnosis I	2
PA 335	Pharmacology	3
PA 304	Clinical Medicine II	5
PA 310	Clinical Laboratory Medicine II	2
PA 313	Physical Diagnosis II	2
PA 336	Pharmacology II	3
Didactic Year Subtotal		26

CLINICAL YEAR REQUIREMENTS (YEAR 4)

PA 311	Clinical Skills	3
PA 401B	Internal Medicine	3
PA 401C	Family Medicine	3
PA 402	Surgery	3
PA 403	Pediatrics	5
PA 404	Obstetrics/Gynecology	3
PA 405	Psychology	3
PA 406	Emergency Medicine	3
PA 407	Geriatrics	1
PA 408	Orthopedics	3
Clinical Year Subtotal		30

GRADUATE YEAR (YEAR 5)

PA 500	Professional Issues	1
PA 501	Elective I	3
PA 502	Elective II	3
PA 503	Primary Care	6
PA 504	Graduate Seminar I	1
PA 505	Graduate Seminar II	1
PA 603	Applied Research Methods	3
PA 604	Applied Project Seminar I	3
PA 605	Applied Project Seminar II	3
Choice of 2 of the following:		6
PA 509	Neuroanatomy	3
PA 511	Advanced Medical Microbiology	3
PA 512	Alternative Medicine	3
PA 606	Medical Epidemiology	3
Graduate Subtotal		30

TOTAL FOR FIVE-YEAR B.S./M.S. DEGREE: 172

THREE-YEAR M.S. CURRICULAR PLAN (86 credits)

The following is recommended as a three-year M.S. curricular plan for individuals who have an earned undergraduate degree and who have completed all program pre-requisites, i.e. program-required courses in years one and two.

THREE-YEAR M.S. DEGREE

(All program pre-requisites must be met prior to matriculation)

DIDACTIC YEAR REQUIREMENTS (YEAR THREE)

PA 303	Clinical Medicine I	5
PA 305	Behavioral Medicine I	2
PA 309	Clinical Lab Medicine I	2
PA 312	Physical Diagnosis I	2
PA 335	Pharmacology	3
PA 304	Clinical Medicine II	5
PA 310	Clinical Laboratory Medicine II	2
PA 313	Physical Diagnosis II	2
PA 336	Pharmacology II	3
Didactic Year Subtotal		26

Clinical Year Requirements (YEAR FOUR)

PA 311	Clinical Skills	3
PA 401B	Internal Medicine	3
PA 401C	Family Medicine	3
PA 402	Surgery	3
PA 403	Pediatrics	5
PA 404	Obstetrics/Gynecology	3
PA 405	Psychology	3
PA 406	Emergency Medicine	3
PA 407	Geriatrics	1
PA 408	Orthopedics	3
Clinical Year Subtotal		30

GRADUATE YEAR (YEAR FIVE)

PA 500	Professional Issues	1
PA 501	Elective I	3
PA 502	Elective II	3
PA 503	Primary Care	6
PA 504	Graduate Seminar I	1
PA 505	Graduate Seminar II	1
PA 603	Applied Research Methods	3
PA 604	Applied Project Seminar I	3
PA 605	Applied Project Seminar II	3
Choice of two of the following:		6
PA 509	Neuroanatomy	3
PA 511	Advanced Medicine Microbiology	3
PA 512	Alternative Medicine	3
PA 606	Medical Epidemiology	3
Graduate Subtotal		30

TOTAL CREDITS FOR THREE-YEAR M.S. DEGREE: 86

OPTIONAL TRACK IN SPANISH

This track is available for students who plan to work in areas where Spanish is the language of choice. The courses listed in this track will count toward humanities or free electives in the core curriculum.

SPA 107	Spanish Level I	3
*SPA 108	Spanish Level II	3
*SPA 225	Spanish for the Professions	3
*SPA 226	Spanish for the Professions	3
TOTAL		12

Course Requirements

PHYSICIAN ASSISTANT DEGREE: B.S./M.S. and/or M.S. (all program prerequisites must be met)

COURSE REQUIREMENTS FOR THE MAJOR

IN THE SPECIFIC AREA OF CONCENTRATION: CREDITS

PA 335	Pharmacology I	3
PA 336	Pharmacology II	3
PA 303	Clinical Medicine I	5
PA 304	Clinical Medicine II	5
PA 305	Behavioral Medicine	2
PA 309	Clinical Laboratory Medicine I	2
PA 310	Clinical Laboratory Medicine II	2
PA 311	Clinical Skills	3
PA 312	Physical Diagnosis I	2
PA 313	Physical Diagnosis II	2
PA 401B	Internal Medicine Practicum	3
PA 401C	Family Medicine Practicum	3
PA 402	General Surgery Practicum	3
PA 403	Pediatrics Practicum	5
PA 404	Obstetrics and Gynecology Practicum	3
PA 405	Psychiatry Practicum	3
PA 407	Geriatrics (2 weeks)	1
PA 406	Emergency Medicine Practicum	3
PA 408	Orthopedic Practicum	3
PA 500	Professional Issues 1	
PA 501	Elective I	3
PA 502	Elective II	3
PA 503	Primary Care	6
PA 504	Graduate Seminar I	1
PA 505	Graduate Seminar II	1
PA 603	Applied Research Methods	3
PA 604	Applied Project Seminar I	3
PA 605	Applied Project Seminar II	3
Choice of two of the following:		6
PA 509	Neuroanatomy	3
PA 511	Advanced Medical Microbiology	3
PA 512	Alternative Medicine	3
PA 606	Medical Epidemiology	3

In other academic areas required for this major:

BIO 107/107L	Human Anatomy & Physiology/Lab	4
BIO 108/108L	Human Anatomy & Physiology/Lab	4
BIO 208/208L	Microbiology	4
*BIO 240/240L	Survey of Human Gross Anatomy	4
*BIO 303	Biochemistry	3
*BIO 307	Pathophysiology	3
CHE 101/101L	General Chemistry I	4
CHE 102/102L	General Chemistry II	4
CHE 219/219L	Organic Chemistry	4
MAT 120	Elementary Practical Statistics	3
PHI/RS 214	Challenges of Death	3
PHI/RS 312	Bioethics Seminar	3
PSY 203	Developmental Psychology	3
RSC 203	Medical Terminology	1
Major		86
Major requirements in other academic areas		47
Remaining core requirements		39
Total		172 (B.S./M.S.)
		86 (M.S.)

* These courses must be taken at D'Youville College. No transfer credit will be given for courses completed over 18 months prior to beginning the professional phase courses.

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 evidence-based practice. It encompasses class work, 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 Education Department. The curriculum is designed to meet or exceed the most current standards of the national Council on Chiropractic Education (CCE). The chiropractic program has met the eligibility requirements of the Council on Chiropractic Education's Commission on Accreditation (COA). A CCE accreditation visit is scheduled for spring 2007.

Students who complete D'Youville's doctor of chiropractic program are eligible for licensure examination in all states, Washington, D.C., Puerto Rico, the U.S. Virgin Islands, all Canadian provinces and many foreign countries. Some locations require specific pre-professional studies and/or multi-part physiotherapy and practical examination. Students are expected to contact the National Board of Chiropractic Examiners (NBCE) or the Federation of Chiropractic Licensing Board (FCLB) for full requirements for licensure in the location(s) in which they wish to practice, prior to application.

Admission Requirements

Each student admitted to begin the D.C.P. on the basis of academic credentials from institutions within the United States must meet the following requirements:

- All applicants must furnish proof of having earned a minimum of 90 semester-hour credits of appropriate pre-professional education courses at an institution or institutions accredited by a nationally recognized agency. Included in these credits must be a minimum of 48 semester-hour credits in the course areas noted below. In addition, all applicants must have earned a cumulative grade point average of at least 2.50 on a scale of 4.00 for the courses listed below, and for the required 90 semester hours. Quarter-hour credits may be converted to equivalent semester hour credits. In situations in which one or more courses have been repeated with equivalent courses, the most recent grade(s) will be used for grade point average computation and the earlier grade(s) will be disregarded.

- b. All applicants must present a minimum of 48 semester-hours credit (or the quarter-hour credit equivalents), distributed as follows:
- | | |
|--------------------------------------|-------------------|
| 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 |

In each of the six distribution areas, no grades below 2.00 on a 4.00 scale will be accepted.

In each of the six distribution areas, if more than one course is taken to fulfill the requirement, the course contents must be unduplicated.

* The biological sciences requirement must include pertinent laboratory experiences that cover the range of material presented in the didactic portions of the course(s).

** The chemistry requirement may be met with at least three semester-hours of general or inorganic chemistry and at least six hours of organic chemistry and/or biochemistry courses with unduplicated content. 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 portions of the courses.

***The physics requirement may be met with either one or more physics courses with unduplicated content (of which one must include a pertinent related laboratory that 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.

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

- c. Students who have earned a portion of the prerequisite credits through examination or means other than formal course work, as identified by an institution accredited by a nationally recognized agency, which formally has accepted or awarded such credits, may be admitted upon receipt of such evidence.
- d. Students who hold a degree leading to licensure/registration in a health science discipline at the baccalaureate level or above with an earned cumulative grade point average of at least 2.50 on a scale of 4.0, or who hold a baccalaureate degree from an institution accredited by a nationally recognized accrediting agency with an earned grade point average of at least 3.25 on a scale of 4.0, may be admitted to the D.C.P. upon presenting evidence that their academic preparation substantially meets the requirements for admission.

Students admitted to the D.C.P. from international institutions

Each student admitted to begin the D.C.P. on the basis of academic credentials from institutions outside the United States must meet the following requirements:

- a. Provide evidence of proficiency in reading and writing English, and an understanding of oral communication in English.

- b. Demonstrate academic preparation substantially equivalent to that possessed by beginning students admitted from United States institutions.
- c. Provide evidence of proficiency in the subject matter of each course for which credits are accepted.
- d. Provide evidence of having financial resources sufficient to complete at least one full year of full-time attendance in the D.C.P.
- e. Meet all applicable legal requirements for study in the United States. (Please reference CCE Policy COA-25 in this regard.)

Transfer Policies

Students Transferring from Another Institution or Seeking Advanced Standing

Each student transferring credits applicable to the D.C.P. must meet the following requirements:

- a. The applicant for transfer from another D.P.C. program must meet the admissions requirements that were in force at the admitting D.C.P. on the date the student originally enrolled in the D.C.P. from which the transfer is being made.
- b. Credits considered for transfer must have been awarded for courses taken in a D.C.P. 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.
- c. Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.00 on a 4.00 scale or better will be considered for transfer.
- d. Credits accepted for transfer must be determined to be substantially equivalent to courses offered by D'Youville.
- e. Credits accepted for transfer must have been awarded within five years of the date of admission, except that D'Youville may at its option accept older credits if the entering student holds an earned doctorate in one of the health sciences (e.g., D.C., M.D., D.O., D.D.S., D.P.M.) or a graduate degree in an academic discipline closely related to the health sciences.
- f. Credits accepted for transfer from institutions outside the United States must be accompanied by evidence of the individual student's proficiency in the subject matter of each course for which credits are accepted.

Academic Regulations

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

1. Students must maintain a minimum overall 2.5 G.P.A. Additionally, no grade of less than a C will be acceptable for any course taken in the professional degree program. Students who fail to meet the minimum overall G.P.A. requirements will be placed on academic probation. While on academic probation students may be limited in the number of credit-hours they may register for per semester. Probation may continue for a maximum of two consecutive semesters or a total of three nonconsecutive semesters. Students who exceed these limits may be dismissed from the program. Students who earn a grade less than a C in any course will be required to repeat the course. A course may not be repeated more than twice.

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:
 - A history on 20 different patients (16 must be non-student* patients);
 - An examination on 20 different patients (16 must be non-student* patients), and clinical examination involving 15 different case types (which may be included among the 20 different patients, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance learning or other reasonable alternative);
 - Interpretations, while enrolled in both the didactic and clinical phases of the D.C.P., of clinical laboratory tests to include at least 25 urinalysis, 20 hematology procedures such as blood counts, and 10 clinical chemistry, microbiology or immunology procedures or profiles on human blood and/or other body fluids;
 - 20 radiographic studies (25 percent must be evaluated for

the technical component, 100 percent must be evaluated for the interpretive component), and interpretation of radiographic studies involving 15 different case types (which may be included among the 20 radiographic studies, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance learning or other reasonable alternative);

- A diagnosis on 20 different patients (16 must be non-student* patients), each with defined case management plans, and diagnosis of 15 different case types, each with defined case management plans (which may be included among the 20 different patients, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance learning, or other reasonable alternative);
- 250 chiropractic adjustments or manipulations, at least 200 of which must be spinal adjustments, provided during 250 separate encounters (200 must be non-student* patients), of which at least 75 must be assessed through direct observation;
- Evaluating and managing at least 15 cases (to increase by five every two years to a maximum of 35 after September 2011, i.e., 20 after the beginning of the fall 2005 term, 25 after the beginning of the Fall 2007 term, 30 after the beginning of the Fall 2009 term and 35 after the beginning of the fall 2011 term) which, due to their complexity, require a higher order of clinical thinking and integration of data. This would include cases which 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. A minimum of ten cases must be live-patient cases (eight of which must be non-student* patients). In the remaining cases, the student may assist, observe, or participate in live, paper-based, computer-based, distance learning, or other reasonable alternative.

* A non-student patient is any patient other than a student of the D.C.P. and a student intern's spouse, parents or children.

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 (D.C.)
Degree: B.S. Biology (pre-professional)**

REQUIRED COURSES:	CREDITS
BIOLOGY	
BIO 507 Anatomy and Physiology Lab I.....	1
BIO 508 Anatomy and Physiology Lab II.....	1
BIO 603 Biochemistry.....	4
BIO 607 Pathophysiology.....	3
BIO 608 Microbiology.....	4
BIO 610 Immunology.....	3
BIO 639 Human Gross Anatomy.....	6
BIO 689 Intermediate Physiology I.....	3
BIO 690 Intermediate Physiology II.....	3
SUBTOTAL	28

RESEARCH:

GRA 600 Theory Development.....	3
GRA 621 Applied Research Methods.....	3
GRA 622 Applied Research Project Seminar.....	2
GRA 630 Advanced Statistical Methods in Applied Research.....	3
SUBTOTAL	11

SUPPORTIVE:

HSA 606 Culture, Health and Health Care.....	3
SOC 600 Epidemiology.....	3
PHI 600 Philosophical Methods.....	3
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 Nutrition And Health.....	3
CHR 612 Diet Therapy.....	2
CHR 613 Pharmacology I.....	3
CHR 614 Pharmacology II.....	3
CHR 615 History and Physical Exam.....	3
CHR 616 Physical Diagnosis I.....	5
CHR 617 Physical Diagnosis II.....	5
CHR 618 Physical Diagnosis Clinical Lab I.....	2
CHR 619 Physical Diagnosis Clinical Lab II.....	1
CHR 620 Clinical Neuroscience.....	5
CHR 621 Physiologic Therapeutics.....	5
CHR 622 Entrepreneurship.....	3
CHR 623 Clinical Internship I.....	6
CHR 624 Clinical Internship II.....	4
CHR 625 Clinical Externship.....	10
SUBTOTAL	131

TOTAL required credits for D.C. degree182

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.

Adolescence Education Certification

Program

This certificate program is registered with the New York State Education Department and is designed to prepare students to become teachers in the secondary grades (7-12).

Admission Requirements

In addition to the general admission requirements, applicants must have completed liberal arts coursework required by New York State Education Department certification. Students must have a 30 credit-concentration in the certification area, at least six credits of study in a language other than English and coursework towards a general education core requirement.

Adolescence Education (Grade 7 to Grade 12)

IN THE AREA OF CONCENTRATION:	CREDITS
EDU 603 Practicum in Student Teaching	6
EDU 602 Pre-Student Teaching Seminar.....	1
EDU 613 Methods of Content Area Literacy.....	3
EDU 620 Foundations of Learning Theory	3
EDU 622 Meeting the Needs of Exceptional Learners.....	3
EDU 631 Secondary School Content Methods	3
EDU 652 Curriculum Planning in Education	3
EDU 656 Philosophical and Social Foundations of Education.....	3
TOTAL.....	25

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 examination, evaluation and treatment.

Admission Requirements

Candidates must have earned an entry-level degree in physical therapy. With recommendation, senior-level physical therapy students who have demonstrated entry-level clinical knowledge in the area of orthopedic physical therapy practice may also 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

Childhood Education Certification:

Program

This certificate program is registered with the New York State Education Department and is designed to prepare students to become teachers in the elementary grades.

Admission Requirements

In addition to the general admission requirements, applicants must have completed liberal arts coursework required by New York State Education Department certification. Students must have coursework towards a general education core and at least six credit-hours of undergraduate or graduate study in each of the following: English, social studies, mathematics, natural sciences, language other than English.

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 647 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

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 healthcare 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 Associate.....15**

Family Nurse Practitioner

POST-MASTER'S CERTIFICATE

(OFFERED BY DEPARTMENT
OF 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's 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's 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 and Pathophysiology	3
NUR 634	Health Promotion and Primary Care of Children & Families.....	3
NUR 635	Health Promotion and Primary Care of Women & Families.....	3
	SUBTOTAL.....	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
	SUBTOTAL.....	12

SUMMER SEMESTER

NUR 640	Family NP Clinical Practicum in Adult Health.....	5
	SUBTOTAL.....	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 Required for Certificate in Health Services Administration	15

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 Required for Certificate in Improving Performance	12

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
HSA 605 Aging in American Society	3
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 licensed 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 DEPARTMENT OF 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, or 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 Required for Certificate in Nursing and Health-Related Professions Education 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
DHE	Doctoral – Health Education Concentration
DHP	Doctoral – Health Policy Concentration
EDL	Educational Leadership
EDU	Education
ESL	TESOL (<i>Teaching English to Speakers of Other Languages</i>)
GER	Gerontology
GRA	Graduate Core
HSA	Health Services Administration
IB	International Business
NUR	Nursing
OT	Occupational Therapy
PA	Physician Assistant
PHI	Philosophy
PSC	Political Science
PT	Physical Therapy
SED	Special Education
SOC	Sociology

BIO 507L Anatomy and Physiology Lab I (1)

This course is comprised of two hours of laboratory a week. The structural and functional relationship of the human organism, emphasizing cells and tissues, the integument, skeletal system, muscular system, nervous system and sense organs are emphasized.

BIO 508L Anatomy and Physiology II Lab (1)

This course is comprised of three hours of laboratory a week, emphasizing the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development.

BIO 303/603 Biochemistry (4)

This one-semester course emphasizes structure/function relationships among the components responsible for the biochemical functions of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition. Student must be enrolled in the DR-CHP program and meet all prerequisite academic course and lab requirements.

BIO 307/607 Pathophysiology (3)

This is a study of disease processes as disturbances of the body's homeostasis. The body's defense mechanisms and their breakdown are emphasized. Various clinical assessment methods are discussed. The course is comprised of three lectures a week. One year biology and one year chemistry required. Student must be enrolled in the DR-CHP program and meet all admission requirements.

BIO 208/608 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. Student must be enrolled in the DR-CHP program and meet all admission requirements.

BIO 310/610 Immunology (3)

We are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial to us. Many areas of biology use the in vitro techniques of immunology. Thus, immunology integrates such diverse fields as genetics, biochemistry, physiology and medicine and is relevant for biology and health science students alike. The purpose of this course is therefore to introduce you to the chemistry of antigens and antibodies, the biology of the immune response, including both harmful and beneficial aspects in the function of the cells, organ and molecules of the immune system. Immunologic techniques and their applications will also be examined. Student must be enrolled in the DR-CHP program and meet all admission requirements.

BIO 339/639 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 functions in movements. Additional dissections involve a survey of abdominal and thoracic organs, anatomy of the head and contents of the cranial cavity. Student must be enrolled in the DR-CHP program and meet all admission requirements including BIO 507L and BIO 508L or enrolled in the graduate Physical Therapy program.

BIO 689 Intermediate Physiology I (3)

BIO 690 Intermediate Physiology II (3)

These courses are comprised of discussions of the molecular attributes of cytological features that represent the underpinnings of such functions as nerve impulse and neurotransmission, skeletal muscle contraction, cardiac muscle excitation and coordination of contraction, processes of electrolyte and water balance, actions of chemical messengers such as hormones and drugs, gas transport and cellular respiration, nutrition, metabolism and excretion. Student must be a current student in the DR-CHP program and meet all admissions requirements.

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 and 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 pelvic region. Emphasis is 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 Analysis and Adjustive Techniques III (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 using 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, retrieval of radiographic findings and the use of computer-assisted diagnostic programs.

Laboratory experience continues demonstration and practice using 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, 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 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 and 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 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 612 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 613 Pharmacology I (3)

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

CHR 614 Pharmacology II (3)

This course is a continuation of Pharmacology I.

CHR 615 History and Physical Exam (3)

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

CHR 616 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, clinical conferences and lectures.

CHR 617 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, clinical conferences and lectures.

CHR 618 Physical Diagnosis Clinical Lab 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 619 Physical Diagnosis Clinical Lab II (1)**CHR 620 Clinical Neuroscience (5)**

This 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 621 Physiologic Therapeutics (5)

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 622 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 623 Clinical Internship I (6)

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, 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 health care providers.

CHR 624 Clinical Internship II (4)

This course is a continuation of CHR 623, Clinical Internship I.

CHR 625 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 health 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 life-saving 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 health services in the U.S. 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.

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. 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.

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

This course examines the structure and operation of health professions education. 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; 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 databases 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.

**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 U.S.

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-making 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 databases 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.

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 that 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 U.S. 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 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 U.S. 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 nontraditional 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 toward 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 G.P.A.

Offered in fall and spring semesters only.

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 G.P.A.

EDU 605 Pre-Student Teaching Seminar (1)

A one-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 613 Methods of Content Area Literacy (1-3)

This course is designed to help the prospective secondary school teacher use effective techniques to improve students' reading and writing, both generally and in specific content areas.

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 in this course. Attention is also paid to teaching art and music in the elementary school. Collaboration with parents and community members is also discussed.

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, identification and reporting child abuse; safety education and prevention of drug, alcohol and substance abuse.

EDU 623 Childhood Content Methods (3)

This course focuses on methods for materials for teaching content areas in grades one through six. Emphasis is on 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 five through nine. 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.

Offered in spring semester only.

EDU 631 Secondary Content Area Methods (3)

This course is designed to assist students in developing techniques, methods, activities and strategies for teaching content-specific subject areas at the secondary school level.

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.

Offered in fall semester only.

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 G.P.A.

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 G.P.A.

EDU 647 Pre-Student Teaching Seminar (1)

A one-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 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.

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.

Prerequisite: EDU 665

EDU 689-690 Reading and Recovery Practicum (3)

Participants in this course, which spans two semesters, will learn to administer, interpret and apply procedures for assessment and instruction as specified in the Reading Recovery Program, which is an early intervention program designed to help low-achieving first grade children develop effective strategies for reading and writing. Participants enrolled in the course will simultaneously teach four children daily in reading recovery lessons. Class session will involve the use of a one-way glass screen for demonstration teaching and observation.

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 teaching-learning 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 or SED 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 G.P.A.

Offered in fall and spring semesters only.

ESL 668X Student Teaching Seminar (1)

This one-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.

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 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 four-credit Applied Statistics or equivalent, or competency test.

Offered in 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 or meet undergraduate requirements and previous statistics course

Offered in 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 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 ten weeks.

Prerequisites: GRA 606 and GRA 607

Offered in 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 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 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 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 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 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 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 spring semester.

GRA 629 Thesis Advisement (3-6)

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 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 spring semester.

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 its 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 backgrounds 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 605 Aging in American Society (3)

The course covers the social implications of aging as well as biological and psychological issues. A variety of topics as they relate to aging will be covered: interpersonal relationships, work and retirement, the economics of aging, sexuality in old age, and race/ethnicity.

Prerequisites: Graduate Standing, HSA 615 and HSA 616 or permission of instructor

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 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 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 and HSA 615
Offered in 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 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 652 Health Care Economics and Public Policymaking (3)

This course introduces the learner to descriptive and exploratory health care economics including the operation of health care markets, supply and demand issues in health care, market competition, market power, and reform in the health care market. The public policymaking process in the United States will be explored on a national and state level, along with health policy reform, current significant policy issues, development of the U.S. health care system, and comparison with health care systems in other industrialized countries. Participants in the course track and analyze public policy issues and explore major health policy references and sites.

Prerequisites: Graduate standing and HSA 615

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 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 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 skills 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 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 three 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 in 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 Human Resources 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 612 Special Topics in International Business

This course covers special topics in international business that are of interest to students and enhance students' knowledge in specific areas.

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 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 and NUR 609
Offered in 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, NUR 609, SOC 600, GRA 600
Offered in 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, NUR 609, SOC 600 and GRA 600
Offered in 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 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.

Prerequisites: GRA 600 and GRA 601
Offered in fall and spring semesters.

NUR 611 Nursing Care of High Risk Parents and Children I: Primary Prevention (3)

Advanced models of primary prevention for healthy families are analyzed. The effects of barriers affecting parents and children are addressed as well as synthesis of risk reduction strategies utilized to help families in the community. Nursing theoretical frameworks are utilized to focus this population-based course, with special emphasis to ameliorate parents and children at risk.

Prerequisites or corequisite: NUR 603
Offered in fall semester.

NUR 612 Nursing Care of High Risk Parents and Children II: Secondary and Tertiary Prevention (3)

Analysis of methods of secondary and tertiary prevention for parents and children at risk in the community. Addresses the scope of the faltering family and attempts to intervene at the community level. Nursing theoretical frameworks are utilized to frame culturally sensitive strategies of care.

Prerequisites or corequisite: NUR 603
Offered in spring semester.

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 630 I Professional Nursing VII (3)**NUR 630 II 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 and SOC 600.

NUR 630 I is offered in fall semester.

NUR 630 II is offered in spring semester.

NUR 630L I Professional Nursing Clinical VII (2)**NUR 630L II 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 I is offered in fall semester.

NUR 630L II is offered in spring semester.

NUR 631 Advanced Health Assessment (3)**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 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 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 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 and NUR 633

Offered in 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 and NUR 633

Offered in 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 and NUR 633

Offered in 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 and NUR 634

Offered in spring semester.

NUR 639 Family N.P. 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 and NUR 635
Offered in 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 and NUR 637
Offered in fall semester.

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. Covered in this course will be 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. 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. (two 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 through 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. (three hours lecture, two hours lab)

Prerequisite: O.T. major

OT 509 Medical and Social Conditions I (2)

This course 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. (two hours lecture)

Prerequisite: O.T. major

OT 510 Medical and Social Conditions II (2)

This course 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. (two hours lecture)

Prerequisite: O.T. major

OT 512 Occupational Development II (4)

This course includes a study of normal occupational, physical, cognitive, psychosocial and 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. (three hours lecture, two hours lab)

Prerequisite: OT 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. (one hour lecture, two hours lab)

OT 515 O.T. 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. (two hours 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. (one hour lecture, two 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 dissections, CD-ROM and experiential kinesiology. (three hours lecture, four hours lab)

Prerequisite: BIO 107 and BIO 108 or admission to M.S. 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 include neuroanatomy models, neurophysiology CD-ROM, guided practice on selected therapy techniques and treatment planning based on case studies. (three hours lecture, four hours lab, one 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. (one 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. (two hours seminar)

Prerequisites or corequisites: OT 501 and OT 525

OT 525 Occupational Therapy 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. (two hours lecture)

Prerequisite: OT 501 and OT 520

OT 527 Occupational Therapy 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. (one hour lecture, two hours lab)

Prerequisites: OT 501, OT 509, OT 510, OT 512 and OT 514

Corequisite: OT 525

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. (three hours lecture, two hours lab, Level I fieldwork)

Prerequisites or corequisites: OT 501, OT 509, OT 510, OT 512, OT 520 and 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. (two hours seminar)

Prerequisite: GRA 600 and 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. (two hours 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. (one hour per week)

Prerequisite: OT 521

OT 633 Occupational Therapy 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. (one hour lecture, two hours lab)

Prerequisite: OT 527

OT 634 Adult and Geriatric Intervention (4)

This integrated theory and practice course examines O.T. 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. (two hours lecture, three hours lab, Level I fieldwork)

Prerequisite: OT 520

Prerequisite or corequisite: OT 633

OT 635 Occupational Therapy 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. (two hours 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 and 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 and 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. (three 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. (two hours 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 five to 15 hours per week and one hour seminar per week.)

Prerequisite: OT 640

PA 500 Professional Issues (1)

This course provides a historical perspective of the physician assistant profession, as well as content related to current trends and issues. The course will include discussion of the importance of professional responsibility in the health care role, as well as information on professional organizations, graduate certification and re-certification, employment considerations, professional liability and prescriptive authority.

PA 501 Elective Clinical Rotation I (3)

Elective Clinical Rotation I offers an opportunity for physician assistant students to explore subspecialty areas of medicine not covered in the current curriculum, spend more clinical time in primary care or work with a physician that has been identified as a potential employer.

PA 502 Elective Clinical Rotation II (3)

Elective Clinical Rotation II offers an opportunity for physician assistant students to explore subspecialty areas of medicine not covered in the current curriculum, spend more clinical time in primary care or work with a physician that has been identified as a potential employer.

PA 503 Primary Medicine (6)

Primary Medicine, an eight-week rotation, provides the opportunity to refine the foundation in clinical evaluation and treatment and to establish patient education and community education skills. This will occur in a setting, which provides continuity of patient care and the opportunity to establish an ongoing preceptor/P.A. relationship. Training occurs over an eight-week period at a single clinical site.

PA 504 Graduate Seminar I (1)

Graduate Seminar I offers an opportunity for physician assistant students to receive instruction in professional practice, community service, patient education, medical malpractice legislation, recognizing an impaired medical provider and other issues pertinent to their development as health care professionals. The students will also have an opportunity to participate in clinical enrichment lectures and workshops, focusing on particular issues pertaining to medical management of the critically ill inpatient.

PA 505 Graduate Seminar II (1)

Graduate Seminar II offers an opportunity for physician assistant students to receive instruction in areas of professional practice, to receive additional enrichment in areas of particular clinical interest to the student and to address other issues pertinent to their development as health care professionals.

PA 509 Neuroanatomy (3)

This course is an in-depth training of the student to the human nervous system. Topics include embryology, neurophysiology, neuroanatomy, pathology, psychiatry and pharmacology. The accompanying lab will reinforce topics covered in the class and include review of neurologic, sensory, and psychiatric physical exam.

PA 511 Advanced Medical Microbiology (3)

This class will be a study in the conflicts between hosts and microorganisms, the possible outcomes and causative agents. As physician assistants it is becoming increasingly important to know the organisms causing infectious diseases and thereby understand the pathophysiology of the infectious disease state. Organisms to be studied will include bacteria, viruses, fungi, algae, rickettsia and intracellular parasites.

PA 512 Alternative Medicine (3)

This class will offer insight into the modalities of alternative medicine. Today's health care providers need to be proficient in alternative therapy to Western Medicine. Much of the population is looking into the alternative treatment methods available for a variety of medical problems. This course will review in detail the many different options that are available to the patient who is not satisfied with Western modalities or the patient who would like to try a different approach to treatment. The combination of both treatment methods can be very successful in treating medical problems. This course will review the wide array of available modalities. The course will also include lectures from alternative medicine practitioners.

PA 603 Applied Research Methods (3)

Applied research methods is a 3.0 credit course in which there is an overall interpretation and evaluation of scientific studies. There will be a particular emphasis on clinical research; including the collection of data, relationships between research, practice and theory, and analysis of research design.

PA 604 Applied Project Seminar I (3)

This course introduces research concepts at the clinical/medical setting, and will be taught in a seminar format. It is designed to allow the student to develop a research project under the guidance of an instructor. The project design will be a viable research project and demonstrate advanced skill and knowledge in the area selected. Students will seek approval of the project to P.A. graduate faculty by the end of the course.

PA 605 Applied Project Seminar II (3)

A continuation of Applied Project Seminar I, students will complete the research projects approved in that course by P.A. program faculty. Students must then do a formal presentation of the project to complete the course.

PA 606 Medical Epidemiology (3)

This course explores the study of the distribution of diseases and its injuries to the human population. Medical epidemiology is concerned with the frequency and the type of illnesses that certain groups of people may develop. We will explore the factors that contribute and influence disease distribution and its application to the field of medicine.

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 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 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 fall and spring semesters.

PT 500 Basic Skills I (3)

This course introduces the student to clinical skills essential for practice entry. Students will receive instruction in evaluation skills including manual assessment of muscle strength, joint mobility, and vital signs, perceived exertion, thermal agents and functional examination including upper and lower quadrant screening. Related concepts include value clarification, professional communication (verbal and non-verbal), 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. Format: lecture, discussion, group and individual presentations, with possible fieldwork.

Prerequisites: Admission to the major and health office clearance for clinical entry for field trips, basic first aid, CPR; corequisites: OSHA training.

PT 500L Basic Skills I Lab (1)

This course introduces the student to clinical skills essential for practice entry. This course presents basic examination, evaluation skills and intervention strategies for management of patients with emphasis on subacute level of care. Students will receive instruction in examination skills including evaluation of muscle strength, joint mobility, and vital signs, perceived exertion, thermal agents and functional examination including upper and lower quadrant screening. Lab experiences include skill development in goniometric, manual muscle testing, vital signs, perceived exertion, thermal agents, positioning, draping, basic therapeutic exercise, and wheelchair measurement and mobility. Fieldwork experiences may be included.

Prerequisites: admission to the major and health office clearance for clinical entry for field trips, basic first aid, CPR; corequisites: OSHA training.

PT 502 Pathophysiology for Physical Therapists (3)

This course is an introduction to the basic principles of human pathology with emphasis on disease processes and their pathophysiology, etiology, and signs and symptoms. This course will familiarize you with how the systems of the body malfunction in disease with regard to healing, inflammation, infection, immune response, and neoplasia. Most importantly, you will learn how we, as physical therapists, treat patients who present with these varying diagnoses and disease processes.

Prerequisites: BIO 107 & BIO 108 Human Anatomy and Physiology I & II

PT 503 Clinical Orientation Seminar I (0)

This administrative course consists of both lecture and seminar formats and is essential for the administration of the clinical education portion of the physical therapy curriculum. Policies and procedures will be reviewed as will the new clinical education manual. Topics of relevance to the clinical education portion of the program will be discussed. Clinical site selection for Clinical Fieldwork I (PT 574) will take place following a lottery draw.

PT 504 Clinical Orientation Seminar II (0)

This administrative course consists of both lecture and seminar formats and is essential for the management of the clinical education portion of the physical therapy curriculum. Policies and procedures for the clinical education manual will be reviewed. Topics of relevance to the clinical education portion of the program will be discussed. Preparation for clinical fieldwork in PT 574 and the lottery for PT 674/675 will occur in this class.

PT 505 Introduction to PT and Health Care Systems (2)

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 in specific: the physical therapist (PT) including scope of PT 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.

Prerequisites: Admission to the major; corequisite PT 500 (one lecture hr.)

PT 506 Physiology of Therapeutic Exercise (2)

This is the didactic portion of PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student requires a firm and comprehensive foundation in current exercise related knowledge and concepts which provide the scientific bases for rational evaluation of relevant physiological parameters in patients, and for the design, monitoring and modification of specific exercise training procedures devised for dysfunctional conditions. The major objective of this course is to introduce the physiological bases for exercise. The emphasis will be on the study of normal human movement. The latest scientific and theoretical information will be examined. The course includes didactic and small group experiences.

Prerequisites: BIO 108 Anatomy & Physiology; CHE 112 General Chemistry
Corequisite: PT 506 Laboratory

PT 506L Physiology of Therapeutic Exercise Lab (1)

This is the laboratory component of PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student requires a firm and comprehensive foundation in current exercise-related knowledge and concepts which provide the scientific bases for rational evaluation of relevant physiological parameters in patients, and for the design, monitoring and modification of specific exercise training procedures devised for dysfunctional conditions. The major objective of this course is to introduce the physiological bases for exercise. The emphasis will be on the study of normal human movement. The latest scientific and theoretical information will be examined. The course involves laboratory experiences.

Prerequisites: BIO 108 Anatomy & Physiology; CHE 112 General Chemistry
Corequisites: PT 506 Lecture

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 promotion of and planning for personal and community health programs, and population health initiatives with emphasis on fitness and nutrition.

Prerequisite: admission to the major.

PT 508 Biomechanics and Functional Kinesiology for the Physical Therapist (3)

This is the didactic portion of PT 508. The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement related conditions. The course is organized to illustrate general principles of structure and function that can be applied in subsequent study of individual joint complexes. Fundamental concepts are progressively integrated with, and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy will be examined. Kinesiology of normal joints, posture, head, neck, and trunk movement will be emphasized. The normal kinesiological aspects of specific joints and movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course includes lecture experiences.

Prerequisites: BIO 639 Human Gross Anatomy; PT 506 Physiology of Therapeutic Exercise

Corequisites: PT 508 Laboratory/Seminar

PT 508L Biomechanics and Functional Kinesiology for the Physical Therapist Lab/Seminar (2)

This is the laboratory-seminar portion of PT 508. The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement related conditions. The course is organized to illustrate general principles of structure and function that can be applied in subsequent study of individual joint complexes. Fundamental concepts are progressively integrated with, and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy will be examined. Kinesiology of normal joints, posture, head, neck, and trunk movement will be emphasized. The normal kinesiological aspects of specific joints and movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course includes both laboratory and seminar experiences.

Prerequisites: BIO 639 Human Gross Anatomy; PT 506 Physiology of Therapeutic Exercise

Corequisites: PT 508 Lecture

PT 509/509L Life Span Development (3)

This course examines physical, cognitive, and psychosocial aspects of normal human development as they relate to physical therapy practice. The period from conception to death will be studied with emphasis on adult aging and geriatrics.

Prerequisite: Admission to the major.

PT 510 Basic Skills II (3)

This course builds on knowledge and skills acquired in Basic Skills I. Practice competencies will include but are not limited to integumentary assessment (e.g., wound care), sterile technique, gait assessment and training, basic pulmonary assessment and hygiene, edema control, and functional exercise. Demonstration of competency in basic clinical skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective client education. Format: lecture and small group tutorial.

Prerequisite: PT 500 and health office clearance for clinical field trips, basic first aid, CPR and OSHA training

PT 510L Basic Skills II Lab (1)

This course builds on knowledge and skills acquired in Basic Skills I. Practice competencies will include but are not limited to the therapeutic use of electro-modalities, gait assessment and training, basic pulmonary assessment and hygiene, massage, edema control, and functional activity assessments. Demonstration of competency in basic clinical skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective client education. Format: lab and field observations.

Prerequisite: PT 500 and Health Office clearance for clinical field trips, Basic First Aid, CPR and OSHA training

PT 513 Patient/Client Management in Orthopedic Physical Therapy I (2)

Development of musculoskeletal examination, evaluation and intervention skills for spinal dysfunction patients. Competencies to be acquired include subjective and structural examination, testing of active, passive, and resistive movements of the spine, and palpation. The student will also perform the neurological exam as it pertains to spinal disorders, and will describe and recognize those patients who are inappropriate for musculoskeletal treatment. The student will document simulated initial evaluations and progress notes utilizing APTA guidelines during the presentation of case studies. The student will learn to prescribe appropriate exercises for spinal disorders as well as recognize the role of physical agents in the management of musculoskeletal conditions.

PT 513L Patient/Client Management in Orthopedic Physical Therapy I Lab (2)

This course presents evaluation and treatment strategies for patients presenting with local musculoskeletal pain syndromes, postoperative orthopedic rehabilitation, and traumatic degenerative dysfunction. Lab experiences include skill development in specialized techniques, patient case management, and problem solving techniques.

PT 515 Integration Seminar I (2)

This is the first of the integration seminar courses scheduled concurrent with clinical fieldwork. The seminars serve to link faculty and student through computer-mediated communications, to facilitate guided learning. In this first seminar, students are introduced to the format and expectations of participation in integration seminars. The two application foci of the seminar are PT service analysis and case presentation and analysis. Format: hybrid: initiates on campus and concludes as distance learning.

Prerequisites: admission to the major; corequisite: PT 574 two seminar hrs.

PT 547 Pharmacology for Rehabilitation Specialists (1)

This course explores trends in pharmacological management of acute and chronic conditions related to rehabilitative sciences including physical therapy, occupational therapy, speech therapy and related disciplines. Content addresses action, interactions, precautions and side effects of drug interventions in the rehabilitative management of patient/clients.

Prerequisites: admission to the major or permission of course instructor

PT 550/ CHR 620 Clinical Neuroscience (5)

An in-depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. Laboratory includes examination of neural specimens. Four lecture hours, and three laboratory hours.

Prerequisite: BIO 639 Gross Anatomy and admission to the major

PT 552/552S Patient/Client Management in Cardiopulmonary Physical Therapy (2)

This course explores principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing and prescription. Lecture two hours electronic seminar one hour.

Prerequisite: admission to the major

PT 552L Patient/Client Management in Cardiopulmonary Physical Therapy Lab (1)

Principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing and prescription. Lab two hours

Prerequisite: admission to the major

PT 574 Clinical Fieldwork I (3)

This is the first full-time clinical fieldwork. 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. Program required course six weeks.

Prerequisite: successful completion of all program course work and recommendation of program faculty

PT 603 Critical Thinking and Critical Reasoning (3)

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 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. Format: seminar and lab. Program required course (2 seminar hours, 2 computer lab hours).

Prerequisite: Admission to major and GRA 601 or equivalent

PT 604 Clinical Orientation Seminar III (0)

This administrative course consists of both lecture and seminar formats and is essential for the management of the clinical education portion of the physical therapy curriculum. The class will have the opportunity to ask questions and discuss the clinical experience and the Clinical Performance Instrument (CPI) that is used as the evaluation tool by their clinical instructors. The development of the clinical instructor is introduced. Final clinical professional preparation for the culminating fieldwork experiences (PT 674 and 675) will be included in this administrative course.

Prerequisites: PT 574, eligible for PT 674 and PT 675

PT 605/605L 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. This course explores the examination, evaluation and intervention strategies for the patient with movement dysfunction as a result of neuromuscular system or neurodevelopmental pathology. Concepts include: family dynamics, multisetting interventions, advocacy and consultation. Identification of environmental risks will be explored.

Prerequisites: PT 500, PT 509, PT 510 and PT 603

PT 612 Community Health and Wellness through the Lifespan (2)

This course covers concepts of prevention, wellness, and health promotion and education in physical therapy practice with an emphasis on community health and wellness. Students are introduced to the role of physical therapist as an educator, an advocate and a consultant. Content includes models of health promotion, needs assessment, health screening, and community health planning. Application of prevention and wellness strategies within the scope of physical therapy practice is explored.

Prerequisites: PT 507 and PT 603

PT 613 Patient/Client Management in Orthopedic Physical Therapy II (2)

This course presents evaluation and treatment strategies for patients presenting with local musculoskeletal pain syndromes, postoperative orthopedic rehabilitation and traumatic degenerative dysfunction.

Prerequisite: PT 513

PT 613L Patient/Client Management in Orthopedic Physical Therapy II Lab (2)

This course presents evaluation and treatment strategies for patients presenting with local musculoskeletal pain syndromes, postoperative orthopedic rehabilitation, and traumatic degenerative dysfunction. Lab experiences include skill development in specialized techniques, patient case management and problem-solving techniques.

Prerequisite: PT 513

PT 615 Integration Seminar II (1)

This is the second of the integration seminar courses that is offered concurrent with clinical fieldwork. In this seminar, students function within work groups for discussion of student-generated case reports relevant to concurrent fieldwork. Case focus is internal and external factors influencing client outcomes. Format: distance learning seminar, one seminar hour.

Prerequisite: PT 515; corequisite PT 674

PT 618 Patient/Client Management in Rehabilitation Physical Therapy (3)

This course discusses the physical therapy patient/client management of adult individuals with neuromuscular disorders throughout the continuum of care. Related pathologies include peripheral vascular disease, amputations, rheumatoid arthritis, post-polio syndrome, and spinal cord injury and chronic progressive disorders of the nervous system and integumentary system. PT intervention/prescription of prosthetic/orthotic devices for adults will also be examined. Emphasis will be placed on the PT roles of educator, advocate and consultant in various rehabilitation settings including subacute/long-term care and the home. Case management topics include rehabilitation of clients with multiple medical, cognitive and/or social problems, and long-term management of selected neuromuscular and integumentary disorders.

Prerequisites: PT 605

PT 618L Patient/Client Management in Rehabilitation Physical Therapy Lab (2)

This course allows application of the physical therapy patient/client management of adult individuals with neuromuscular disorders throughout the continuum of care. Related pathologies include, peripheral vascular disease, amputations, rheumatoid arthritis, post-polio syndrome, and spinal cord injury and chronic progressive disorders of the nervous system and integumentary system. Emphasis is placed on developing and implementing examinations and treatment interventions appropriate to PT management.

Prerequisites: PT 605/PT 605L; corequisites: PT 618

PT 621 Physical Therapy Project I Seminar (3)

This course provides the educational framework and support system needed for students to formulate a proposal for a viable research study or an applied project of equivalent scholarly rigor. Students work closely with the instructor and peers to investigate, formulate and describe, in the proper format, a research study or project. The instructor serves as the research or project supervisor for students enrolled in a respective course section. Format: seminar. Program required course.

Prerequisites: Graduate year 2 status in D.P.T. major, and permission of academic advisor, GRA 601.

PT 622 Physical Therapy Project II Advisement (3)

This course builds on skills acquired in PT 621, which provides the educational framework and support system needed for students to complete a proposal plan for a research study or an applied project of equivalent scholarly rigor. Students work closely with the instructor and peers to complete a research study or project and synthesis and evaluate products. The instructor serves as the research or project supervisor for students enrolled in a respective course section. Program required course.

Prerequisites specific to individual faculty-advisor-approved plan of study and completion of PT 621.

PT 623 Integration Seminar III (1)

This is the third integration seminar course that is offered concurrent with clinical fieldwork. These seminars sequentially develop critical thinking and clinical decision-making skills as a spiral theme in the curriculum. In the first half of the seminar, electronic communications link faculty and clinical experts with students for discussion of student-generated case reports relevant to concurrent fieldwork. During the on-campus portion of the seminar, students demonstrate comprehensive skills acquisition through comprehensive exam in both written and practical evaluation formats. Format: hybrid distance learning seminar and on-campus evaluation, one seminar hour.

Prerequisite: PT 615; corequisite: PT 675

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.

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.

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 648 Differential Diagnosis (3)

The content of this course is designed to prepare both physical therapy students and practicing physical therapists to function as primary care providers within the field of Physical Therapy. Participants in this course will learn to identify key indicators of systemic pathology in order to assist in the development of a differential diagnosis and thus identify the necessity of direct physical therapy intervention or the need for referral to other health care providers. Participants will also be introduced to the basic skills necessary to identify the indications for radiographic and hematological testing as well as the clinical interpretation of data obtained from these tests.

Prerequisites: Successful completion of the first two years of the D.P.T. curriculum

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 II (4)

This is the second full-time clinical fieldwork. 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 facility that provides a continuum of patient care in differing venues.

Prerequisites: successful completion of all required program coursework and recommendation of program faculty

PT 675 Clinical Fieldwork III (4)

This is the third clinical fieldwork. Its purpose is to continue 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 facility that provides a continuum of patient care in differing venues.

Prerequisites: successful completion of all required program coursework and recommendation of program faculty

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: hybrid – modular (on campus) and web-based seminar. Program required course, three seminar hours

Prerequisite: Year 3 status in the D.P.T. major or permission of instructor. .

PT 704 Clinical Orientation Seminar IV (0)

This course is lecture and seminar that covers the administration of the clinical portion of the PT curriculum. The class will have the opportunity to discuss the clinical experiences of PT 574, 674, and 675. The development of the clinical instructor, issues relating to health care reimbursement and ethical dilemmas will also be discussed. Final clinical professional preparation for the culminating fieldwork experiences (PT 720) will be included in this administrative course.

Prerequisites: PT 503, PT 504, PT 604 and PT 574; eligible for PT 674 and PT 675

PT 710 Integration Seminar IV (2)

This is the fourth integration seminar course that is offered concurrent with clinical fieldwork. Electronic communications link students and the course instructor. Assignments include (a) generation of an individual or group-authored critical review of literature which concludes with recommendations about clinical “best practice”, (b) generation a consultative service utilization analysis for quality improvement (case study), and (c) an executive summary of the service analysis report. Students select topics for assignment completion based on relevance to current practice and/or professional career goals. Format: distance learning seminar

Prerequisites: PT 603; corequisite: PT 720 or permission of academic advisor and course instructor.

PT 720 Clinical Fieldwork IV (6)

This is the fourth of four clinical fieldwork experiences in the D.P.T. program. Its purpose is to provide the student with (a) the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience in either an area of clinical practice that is new to the student or one that provides learning opportunities to advance previous learning achievement, and (b) to pursue an individual learning plan. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention, as well as the opportunity to explore management and administrative role of the PT. 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. Electronic communications link faculty and clinical experts with defined student groups for discussion of case presentations in concurrent integration seminar: PT 710. (12 weeks, full-time fieldwork.) Program required course.

SED 603 Practicum in Student Teaching (6)

This course is a 14-week (five days a week) college supervised teaching experience in adolescence 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

Offered in fall and spring semesters only.

SED 605 Pre-Student Teaching Seminar (1)

This course is a one-credit special education seminar designed to discuss expectations, effective planning, problems, issues and concerns related to student teaching.

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.

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.

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.

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 for early childhood, childhood and middle childhood special education majors, 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 G.P.A.

SED 647 Pre-Student Teaching Seminar (1)

This one-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 and Materials for Special Education (3)

Emphasis in this course is on analyzing purposes, methods, and procedures for identifying students with disabilities and evaluating their progress. The course focuses on evaluating strategies and techniques used to promote students' acquisition of functional living skills. Students will apply collaborative strategies to establish partnerships with students, teachers, administrators, other school professionals, and community members to enhance learning opportunities for students with disabilities.

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.

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 U.S. are studied.

Prerequisite: Graduate standing

Offered in fall semester.

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 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 U.S. are studied.

Prerequisite: Graduate standing

Offered in fall semester.

Directories 2006-2007

This directory is effective as of June 1, 2006

Board of Trustees

HON. KEVIN DILLON
NYS Supreme Court Justice
Chairman of Board

BARBARA WALTER
Vice Chair of the Board

NANCY DOBSON
Executive Vice President
Uniland Development Co.
Secretary of Board

JAMES ANDERSON
President
James Management Co., Inc.

MARGUERITE COLLESANO

K. DAVID CRONE
Chief Financial Officer
Catholic Health System

BRIAN FISHER
Vice President/Investments
Wachovia Securities, LLC

PATRICIA GEARY, GNSH, PH.D.
Professor, Education
Georgian Court University

DR. D. BRUCE JOHNSTONE
Professor
SUNY at Buffalo

KATHERINE KOESSLER JUHASZ

DR. MICHAEL KUETTEL
Chair, Dept. of Radiation Medicine
Roswell Park Cancer Institute

JEAN M. LISTON, GNSH

VINCENT MANCUSO
Senior Executive Vice President
HSBC Bank

GERARD MAZURKIEWICZ
Director
Dopkins & Co.

EUGENE MEEKS
President
Child & Family Services of Erie County

DR. EDWIN A. MIRAND
Vice President, Educational Affairs
Roswell Park Cancer Institute

DOLORES PREZYNA (ex officio)
Principal
Blasdell Elementary School

STEPHEN E. QUINLAN

REBECCA REEDER
Principal
Nardin Academy

WAYNE REILLY
Director
John Danforth & Company

SISTER DENISE A. ROCHE, GNSH, PH.D.
President
D'Youville College

SAMUEL SAVARINO
President/CEO
Savarino Construction, Inc.

VICTORIA SAXON
Hodgson, Russ, Andrews, Wood & Goodyear

JAMES N. SCHMIT
Partner
Damon & Morey

Trustee emeritus:
DR. CHARLES A. BAUDA.

Administration

PRESIDENT

SR. DENISE A. ROCHE, GNSH, B.A., M.A., Ph.D

ADMINISTRATIVE STAFF

MICHAEL R. CIPOLLA, B.B.A.
Assistant to the President

PHILOMENE CUDZILO, B.S.
Executive Assistant

SR. PAULA FOX, B.A., M.A.
Proofreader

JEROME LYSAUGHT, Ed.D.
Advisor to the President

CAROL A. MILAZZO, B.A.
Executive Assistant

ROSETTA T. RICO, B.A., M.A.
Director, Collegiate Relations

KENNETH ROGERS
Coordinator, Planning

ACADEMIC AFFAIRS

MARY APPLGATE, B.A., M.S.
Writing Specialist/Student Support Services

ALLISON ARMUSEWICZ, B.S., M.S.
Registrar

LAURA AURELIO
Administrative Assistant,
Physical Therapy Department

DOROTHY BELLANTI, B.S., M.S.
Director, Gear-Up Grant

MICHELLE CEFARATTI, M.S.
Administrative Assistant, Education

CELESTE CARROLL, B.S.
Science/Math Specialist, SSS

YVETTE CHAVES, M.S., D.D.S.
Learning Center Liaison/Oishei Grant

SR. MARY BRENDAN CONNORS, B.A., M.S.
Director, Opportunity Programs

BRUCE CRAMER, B.F.A., M.P.S.
Assistant Director, Student Support Services

JOHN DONOHUE, B.A., M.A., Ph.D.
Executive Director, Doctoral Programs

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

GEOFFREY GEROW, D.C., DABCO
Director of Chiropractic Program

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

DANIEL LYMAN, B.A.
Data & Reporting Analyst

THOMAS MILANO, JR., B.A., B.S./M.S., M.S.
Information 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

KRISTIN I. NESBITT, B.A., M.S.
Academic Advisor, Coordinator, Career Discovery
Program

JAMES NORTON
Lab Assistant, Math and Natural Sciences

TAHARKA (GUY GITTENS) ODINGA, B.A.
District Liaison, Gear-Up Grant

SUSAN R. OLEKSY, M.S.
Academic Advisor

JOJEE OSORIO, JR., B.S., M.S.
Administrative Assistant, Academic Affairs

MICHAEL PASIERB, B.S., M.Ed.
Director, Teacher Certification and
Student Services

JEFFREY PLATT, B.S., M.S.
Associate Vice President for Student Affairs &
Director, Academic Advisement Center

BENJAMIN RANDLE, JR., M.S.
Administrative Assistant, Education

LETICIA RUSSI, B.S.
Instructional Media Coordinator

CHERYL SARAMAK, B.S.
Administrative Assistant, Education

LEON SHKOLNIK, B.A., M.S., M.L.S.
Director, Library Services

CHRISTINA SPINK-FORMANSKI, B.A.
Administrative Assistant,
Physician Assistant Department

BENJAMIN SMITH, B.S., M.S.
Academic Advisor

JEAN TURCOTT, B.S., M.A., Ph.D.
Assistant Registrar

KRISTIN VAN SLYKE, B.A.
Coordinator, Community Outreach/Oishei Grant

ISABELLE VECCHIO, B.A., M.S., Ed.M.
Coordinator, Disability Services

BEVERLY WHITEHEAD, B.S., M.S.
Assistant Director, HEOP

THOMAS J. WOODS, B.A.
Coordinator, Academic Computing Services

STEPHAN J. ZAJAC, B.S., D.C.
Coordinator of Clinical Services,
Chiropractic Program

FINANCIAL AFFAIRS

JOHN PECCHIA, B.S., M.B.A.
Vice President, Financial Affairs

ANDREA ANDERSON, B.S.
Director, Student Finances

RUTH FELDMANN
Purchasing Agent

YVONNE FRAZIER
Collections Officer

LAURIE HALL, B.S.
Controller

MARY JANE KEY, B.S.
Director, Student Accounts

BEVERLY KOMINAREK, B.S.
Associate Director, Human Resources

MARILYNN LACERAIS, B.S.
Accounting Assistant

EDWARD LAZIK
Collections Officer

LINDA MORETTI, B.S.
Director, Human Resources

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

MARYELLEN DIGGINS, B.A.
Counselor, Admissions Office

JESSICA COE, B.S.
Counselor, Admissions Office

COURTNEY FELGER
Counselor, Admissions Office

LINDA FISHER, B.S.
Director, Graduate Admissions

MARY SUE GRESSLEY, B.S., M.S.
Assistant Director, Graduate Admissions

TERRY HERRING, B.S., M.S.
Assistant Director, Graduate Admissions

GERY KOPRYANSKI, B.A., Ed.M.
Associate Director, Admissions

DAVE LORETO, B.S.
Counselor, Admissions Office

JULIE MARINACCIO, B.S.
Counselor, Graduate Admissions Office

MICHELE MADDOX, B.S., M.S., Ph.D.
Director, Retention Services

MELODY McMILLAN, 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

CARMITA PRELEWICZ, B.A.
Counselor, Financial Aid

ANNE PYTLAK, B.A.
Counselor, Admissions Office

MADONNA REDDINGTON
Counselor, Admissions Office

SHARON ROSS, B.S., M.S.
Counselor, Financial Aid

CLAYTON A. STEEN, B.A., M.S.
Program Director/ADVANCE

JUDITH A. WORTH, B.A., M.S.
Counselor, Financial Aid

AMY YODER, B.A.
Recruiter, Counselor, ADVANCE

INSTITUTIONAL ADVANCEMENT

TIMOTHY BRENNAN, M.B.A.
Vice President, Institutional Advancement

MARY FLYNN, B.A.
Federal Grants Specialist

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, Major/Planned Giving

OPERATIONS

DONALD G. KELLER, B.S.
Vice President, Operations

STEVEN COOPER, B.S.
Manager, Theatre/Director, Sales

JOSEPH DEMERLY
Administrative Director, Kavinoky Theatre

ROBERT HALL, B.S.
Director Administrative Computing

MARIA HALT, B.S.
Applications Systems Analyst

ROBERT HERMAN
PC Technician

DAVID LAMB, B.A., M.A.
Director, Theatre and Cultural Affairs

CRAIG KORNACKI, B.S.
Technical Support Analyst

LEONARD OSEEKEY, B.S.
Director, Facilities and Planning

MICHAEL SMITH, B.S.
Network Systems Operator

MARY SPENCE, B.S.
Coordinator, Computing Network Systems

CARMELO T. VALLONE, B.S.
Associate Director of Facilities

ADAM WALLACE
Network Support Specialist

PUBLIC RELATIONS

D. JOHN 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, N.C.C., B.A.,
M.A., Psy.D.
Director, Personal Counseling

BRIAN M. CAVANAUGH, B.S.
Director, Athletics

TBA
Associate Director, Athletics

JOHN HUTTON
Assistant Director, Athletics

REV. JANICE MAHLE, M.Div.
Associate Campus Minister

DEBORAH OWENS, B.A., M.S.
Director, Residential Life

MICHELLE SWYGERT, M.S., F.N.P.
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.
Director Campus Minister

FRANCES SCHMIDT, B.S., M.S.
Director, Career Development Center

ANTHONY SPINA, B.S., M.S.
Assistant Vice President for Student Affairs

YOLANDA WOOD, B.S., M.S.
Director, Multicultural Affairs

KIMBERLY ZITTEL, B.S., M.S., N.C.C.
Associate Personal Counselor

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

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

DR. JOAN M. BRADY

Assistant Professor, Nursing
B.S., D'Youville College;
M.S., D.N.S., SUNY at Buffalo

GINA M. CAMODECA

Assistant Professor, English
B.A., Wisconsin-Whitewater;
M.A., Ph.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

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

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

DR. LOIS M. JIRCITANO

Associate Professor, Educational Leadership
A.A., Niagara County Community College;
B.S., SUNY College at Buffalo;
M.A., J.D., Ph.D., SUNY at Buffalo

PAUL R. JOHNSON

Professor, Religious Studies
B.A., Bethel College;
M.Div., Bethel Theological Seminary;
Ph.D., Duke University

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

DR. MARION B. LAVIGNE

Adjunct Professor, Educational Leadership
B.S., M.A., Ph.D., University of Rochester

MICHELE MADDOX

Director, Retention Services
B.S.N., 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

DR. AMY J. NWORA

Assistant Professor, Occupational Therapy
B.S./M.S., D'Youville College;
Ph.D., SUNY at Buffalo

MARION PACE OLIVIERI

Department Chair, Math and NS.
Associate Professor, Chemistry/Physics
B.A., B.S., D'Youville College;
Ph.D., SUNY/Buffalo

DR. AMABLE PAULINO

Assistant Professor, International Business
B.A., University of Santo Domingo;
M.A., Technological Institute of Santo Domingo;
Ph.D., University of Wisconsin-Madison

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., Valpariso 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

Department Chair, Dietetics
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

Adjunct Faculty

FAMILY NURSE PRACTITIONER

FOREST CALDWELL, M.D.
University of Guelph
Guelph, Ontario

FRED GENTILI, M.D.
Toronto Western Hospital
Toronto, Ontario

AUDREY KARLINSKY, M.D.
Edward Street Medical
Toronto, Ontario

LEXIE KELLS, N.P.
Simcoe County District Health Unit
Barrie, Ontario

SONIA KURTZ, M.D.
University of Toronto
Toronto, Ontario

IVOR MARGOLIS, M.D.
William Osler Healthcare Center
Brampton, Ontario

GARY SMITH, M.D.
Orillia Soldiers Memorial Hospital
Orillia, Ontario

SHELLEY A. WALKERLEY, N.P.
Stonegate Community Health Centre
Toronto, Ontario

Clinical Sites

FAMILY NURSE PRACTITIONER

B.O. AYANBADEJO, M.D.
Guelph, Ontario

CHRISTOPHER BENEY, M.D.
Lockport, New York

MONICA BORKAR, M.D.
Urgent Care Center
Vaughan, Ontario

SOHAIL CHEEMA, M.D.
Guelph, Ontario

TRUDY CHERMIN, M.D.
Toronto, Ontario

PREM CHOPRA, M.D.
West Seneca, New York

JOSEPH CRAMER, M.D.
Scarborough, Ontario

ANITA CRAWLEY, R.N., P.N.P.,
Womens & Childrens Hospital
Buffalo, New York

DR. DAVID DEBERNY,
Quaker Medical Associates
Orchard Park, N.Y.

ANN DO, M.D.
Toronto, Ontario

KWAME DONKOR, M.D.
Niagara Falls, Ontario

BETH GAMULKA, M.D.
Scarborough, Ontario

T. GERSHE, M.D.
The Hospital for Sick Children
Toronto, Ontario

DAVID HENRY, M.D.
St. Catharines, Ontario

CANDICE HINES, P.N.P.
Buffalo Pediatrics Associates
Buffalo, New York

DONNA KEITH-MCCAIN, N.P.
Home-Link Medical Service, PC
Williamsville, New York

TERESA KILLAM, M.D.
Sunnybrook & Women's College Health
Sciences Centre
Toronto, Ontario

SUSAN KIRSCH, M.D.
Markham Stouffville Hospital
Markham, Ontario

ALEXANDER KLEIN, M.D.
Toronto, Ontario

MICHELLE MANKA-BLACK, M.D.
Tonawanda Pediatrics
W. Amherst, New York

JACKI MITCHELL, N.P.
Groves Memorial Community Hospital
Fergus, Ontario

GRACE MORRISON, M.D.
Guelph, Ontario

JOANNE OPSTEEN, R.N. (EC)
East End Community Health Centre
Toronto, Ontario

Index

A

Academic Advisement	19
Academic Advisor	19
Academic integrity board	23
Accessibility to Records	19
Accounting B.S. and	
International Business M.S.	39
5-year B.S./M.S.	39
Admissions Requirements	39
Course requirements for the major	40
Administration	93
Advanced Orthopedic	
Physical Therapy.	60
Alleged Violations of the D'Youville	
College Policy on Academic Integrity ...	23
ALT Building	6
Alumni	7
Alumni Association	7
Audit	21

B

Board of Trustees	93
-------------------------	----

C

Calendar	2
Campus Map	6
Campus Ministry	8
Campus Security	8
Canadian Higher Education Loan Program	
(CanHELP)	15
Career Services Center	8
Reference File Service	24
Certificate Programs.	26, 60
Adolescence Education	60
Advanced Orthopedic	60
Childhood Education	61
Clinical Research Associate	61
Family Nurse Practitioner	62
Health Services Administration	63
Improving Performance	63
Long-Term Care Administration	64
Manual Physical Therapy	64

Nursing and Health-Related	
Professions Education	65
Certified Graduate Members	95
Challenge Examinations	19
Change of Advisor	19
Change of Name, Address and Phone ...	19
Change of Program	19
Change of Registration	
(Drop/Add Procedure)	20
Chiropractic Program	56
College Center	7
College Community	5
College Policy for Employer	
Tuition Assistance	13
Community Health Nursing	
Course Requirements	42
Community Service	6
Completion of Degree Requirements ...	20
Conditional Admission	10
CONNECTIONS: Your Information	
and Resource Center	8
Contents	2
Continuing Registration in GRA 629 ...	22
Core Values of D'Youville College	4
Course Descriptions	65
Courses of Instruction	27
CPR Certification	20

D

D'Youville Heritage	4
D'Youville Today	4
Deferred Payment Option	13
Degree Programs	26
Directed Study	21
Directories	93
Disability Statement	8
Driving Directions	6
Drop/Add Procedure	20

E

Education.	27
Academic Regulations	27
Admission Requirements	27
Field Experience Placement	
Procedure	28
International Students	27
New York State Fingerprinting Law ...	28

Prerequisites for Student Teaching ...	28
Teaching Practicum	27
Educational Leadership.	34
Academic Regulations	34
Application Requirements	34
Course Requirements	35
Doctoral Program	34
ELS Language Centers	11
Employer Tuition Assistance	15
Examinations	21
Exit Interview	20
Expenses and Financial Aid	12

F

Family Nurse Practitioner	
Post-Master's Certificate	62
Admission Requirements	62
Course Requirements	62
Federal Code	15
Federal Form I-20	11
Federal Stafford Loan Refunds	13
Federal Work Study	14
Financial Aid	8
Financial Aid Application Process	15
Financial Aid Office	14
Financial Arrangements	13
Financial Assistance, Types of	14
Scholarships	14

G

Grades and Quality Points	22
Grades Below "B" Policy	19
Grades in GRA 629	22
Grade Change	22
Grade Reports	22
Grading	21
Graduate Admission Application	10
Graduate Admissions Procedures	
and Policies	10
Graduate Application Process	10
Graduate Degree Programs	26
Graduate Student	
Readmission Policy	11
Graduation	22
Grants	14
Grievance Procedure	8
Guiding Principles	5

H			
Health Center Immunization Report	11	Marguerite Hall	7
Health Insurance Applications	9	Master of Science in Community Health Nursing	41
Health Policy and Health Education	35	Master of Science in Nursing	41
Application Requirements	35	Medical Leave of Absence	23
Course Requirements	36	Mission Statement	5
Doctoral Program	35	Montante Family Library	6
Health Requirements	22	Multicultural Affairs	9
Health Services	9	N	
Program	37	New York State Teacher Certification Examinations	28
Health Services Administration	37	Niagara Annex	7
Admission Requirements	37	Non-Matriculant Study	11
Course Requirements	37	Nurse Practitioner	43
Masters Program	37	Academic Regulations	43
I		Admission Requirements	43
Independent Study	21	Course Requirements	43
Integrative Holistic Health Studies		Master of Science	43
Doctor of Chiropractic	56	Nursing	40
International Business	38	Academic Regulations	41
Admission Requirements	38	Admission Requirements	40
Course Requirements	38	Course Requirements	41
Language Requirement	38	Programs	40
Masters Program	38	Nursing and Health-Related Professions Education Course Requirements	65
International Student Application Process	11	O	
I Grade	22	Occupational Therapy	44
International Student Office	9	Academic Regulations	45
K		Admission Requirements	44
Kavinoky Theatre	9	Course Requirements	46
Koessler Administration Building	6	Masters Program	44
L		Ontario Student Assistance Program (OSAP)	15
Learning Center	9	Outside Sources of Aid	15
Leave of Absence	23	P	
Liability Insurance	23	Payment and Refund	13
Licensure	23	Personal Counseling	9
Loans	14	Physical Therapy	46
Location of College	6	Doctor of Physical Therapy (D.P.T.)	46
Long-Term Care Administration	64	Course Requirements	49
Course Requirements	64	Transitional Doctor of Physical Therapy (t-D.P.T.)	46
M		Course Requirements	49
Madonna Hall	6	Physical Therapy (t-D.P.T.)	46
Malpractice Insurance	23	Course Requirements	49
Manual Physical Therapy	64		
		Physician Assistant	49
		Academic Requirements	51
		Admissions Criteria	50
		Course Requirements	48
		Policy on Academic Integrity	23
		President's Message	3
		Professional Degree Programs	25
		Program Codes	26
		Provisional Admission	10
		R	
		Recency of Coursework	24
		Reference File Service	24
		Registration	20
		Religious Holidays	24
		Repeating a Course	21
		Review of Provisional Admission	10
		S	
		Scholarly Activities	24
		Scholarships	14
		Sequence for Completing Program Requirements	24
		Student Apartment Complex	7
		Student Life	8
		Summer Sessions	12
		T	
		TAP Code	16
		Temporary Grades	22
		Test of English as a Foreign Language (TOEFL)	11
		The Bauer Academic Center	7
		Transfer Credit Policy	11
		Tuition	12
		Tuition Reduction For Canadian Students	15
		V	
		Vision of D'Youville College	5
		W	
		Withdrawal from a Course	21
		Withdrawal from the College	24
		Writing Tutor	9