

**GRADUATE & PROFESSIONAL DEGREE PROGRAMS**  
*Academic Catalog 2012-2013*



**D'Youville**  
COLLEGE



# GRADUATE AND PROFESSIONAL DEGREE PROGRAMS ACADEMIC CATALOG 2012-2013

**D'YOUVILLE COLLEGE  
320 PORTER AVENUE  
BUFFALO, NY 14201  
(716) 829-8000  
WWW.DYC.EDU**

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 provides equality of opportunity to all persons with respect to employment and to admission of students. The college does not discriminate on the basis of race, religion, color, gender, age, creed, marital status, sexual orientation, veteran status, national or ethnic origin in administration of its educational policies, hiring policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. It continues to be the policy of D'Youville College not to discriminate on the basis of disability. No person is denied admission, employment or access solely because of any physical, mental, or medical impairment, which is unrelated to the ability to engage in activities involved in the education requirements or occupation for which applications have been made.

Inquiries concerning the application of Title IX may be referred to the college's Title IX coordinator, located in the College Center, Room 111, or by calling 716.829.8198, or by e-mail at [titleIXcoordinator@dyc.edu](mailto:titleIXcoordinator@dyc.edu).

## 2012-2013 CALENDAR

### FIRST SEMESTER 2012

August 6	School of Pharmacy Classes Begin
August 20	First Day of Classes
September 3	Labor Day (college closed)
October 8	Columbus Day (observed), Canadian Thanksgiving (college closed)
October 12-14	Alumni Homecoming Weekend
November 21-25	Thanksgiving Holidays
November 26	Classes Resume
December 3-8	Final Examinations
December 8	Final Day of Semester

### SECOND SEMESTER 2013

January 7	School of Pharmacy Classes Begin
January 14	First Day of Classes
January 21	Martin Luther King Jr. Day (observed - college closed)
February 18	College Closed
February 18-19	Winter Break (no classes)
February 20	Classes Resume
March 25-April 1	Spring Break (no classes)
March 29	Good Friday (college closed)
April 2	Classes Resume
May 4	Last Day of Classes
May 6-11	Final Examinations
May 10	Last Day of School of Pharmacy Classes
May 11	Final Day of Semester
May 17	Baccalaureate Service
May 18	Commencement

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## PRESIDENT'S MESSAGE

Dear Friends,

Today, graduate study is needed more than ever for professional and personal 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 has established a select number of graduate programs. D'Youville's graduate and professional programs encourage excellence and scholarship; they provide time and opportunity for research and prepare students for continued advancement, both personally and professionally. Education is promoted by curricula which focus on ethical considerations, practical and clinical experiences and professional skills. Research and developments in professional fields prepare graduates for competencies and proficiency in their chosen fields.

For more than 100 years, D'Youville College has earned a reputation for excellence in teaching in both graduate and baccalaureate programs. The college endeavors to educate individuals who become competent professionals who are sensitive to the needs of others and prepared to assume leadership.

The college community is honored by your interest in D'Youville and welcomes you to explore graduate educational opportunities here.

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 and professional programs for more than 3,000 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 bachelor's, master's, post-baccalaureate, doctoral and advanced certificate programs in a variety of disciplines and professions. Undergraduate programs are offered in the liberal arts and sciences, nursing, business and management, information technology, exercise and sports studies, pre-professional programs, and education. Graduate programs are offered in nursing (community health nursing, family nurse practitioner, choice of clinical focus), education (elementary, secondary, special and TESOL), health services administration, international business, MBA, and occupational therapy. Dual/combined degrees are offered in dietetics, international business, physician assistant, information technology, and education (childhood, adolescence). D'Youville also features an early admissions assurance program for pharmacy, a special RN to B.S./M.S. program and certificate programs in advanced orthopedic physical therapy, clinical research associate, family nurse practitioner, health services administration, long-term care administration and manual physical therapy.

D'Youville offers the Ed.D. in health policy and health education and in educational leadership. Professional doctorates are offered in chiropractic (D.C.), pharmacy (Pharm.D.) and physical therapy (D.P.T.).

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), One Dupont Circle NW, Suite 530, Washington D.C. 20036-1120, 202.887.6791, ext. 249. The combined B.S. in human occupation/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, located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Md., 20824-1220. The AOTA phone number is 301.652.AOTA. The three-year graduate D.P.T. program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association and is registered with the New York State Education Department (NYSED). Refer to the physical therapy department section of the catalog for CAPTE contact information. 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 Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association and is registered with the New York State Education Department. The combined B.S./M.S. physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc., ARC-PA. Programs of study are registered with the Office of Higher Education of the New York State Education Department. All programs in the School of Education, leading to a New York state teacher certification, are accredited by Regents Accreditation of Teacher Education (RATE). The School of Pharmacy has been granted Candidate status by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109; 312.664.3575; FAX 312.664.4652; website: [www.acpe-accredit.org](http://www.acpe-accredit.org). For more information, contact the School of Pharmacy at 716.829.7846. The doctor of chiropractic degree program at D'Youville College is awarded programmatic accreditation by the Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, 480.433.8877, [www.cce-usa.org](http://www.cce-usa.org).

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 a full range of undergraduate and graduate teacher education programs

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 Saint 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.

### 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 obtain 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, and provides 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 its professional capabilities. Personal growth and professional development are encouraged as important to organizational growth and the achievement of the college's mission. It is always moving toward greater decision-making power for, and involvement of, those associated with the college.

**Equity and Fairness:** The college community uses equity and fairness guidelines for all decision making. It demands personal and institutional integrity and fosters personal and institutional innovation and creativity.

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

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

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

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

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

**Concern for our National and Social Environment:** The college community is responsible and accountable for fulfillment of the D'Youville College mission. However, in accomplishing that mission, it remains mindful of the public trust. The college is sensitive to the surrounding community and natural environment. It actively attempts to understand and positively influence the social, political and economic environments that impinge upon it.

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

**Diversity:** The college recognizes the value of a diverse student body, faculty and staff, and the enrichment that diversity can bring.

**One World:** Our future is with mankind; everyone has a responsibility to share knowledge and resources with those in the world who have less.

### 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. The faculty represents 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 Western New York Service Learning Coalition and continues to enhance service learning opportunities for students. Specific and committed service projects are many. The college engages in cooperative programs with the Buffalo Public School system on the childhood, adolescent and special education levels.

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 staff and students to local agencies with volunteer opportunities in Buffalo's West Side community.

**COMMUNITY OUTREACH**

The office of sponsored programs provides innovative and effective programs to benefit D'Youville College, its students and the surrounding West Side of Buffalo community. The office impacts its students and community by enhancing their quality of life, especially in the area of access to higher education and provides opportunities for collaboration between all K-16 systems and community-based organizations. The vision of the office is to make D'Youville a more respected, valuable and integral neighbor of the West Side community.

The mission of D'Youville College's Upward Bound program is to increase the number of at-risk students at International Prep High School at Grover Cleveland High School who enroll and succeed in post-secondary education. The long-term and systemic effects of academic support services on the low-income students will be life-changing and high impact, and participants will acquire the necessary skills and support to complete an associate's degree and/or a four-year degree program.

The purpose of the Nursing Workforce Diversity program is to increase nursing education opportunities for individuals from disadvantaged backgrounds in order to increase nursing workforce diversity. D'Youville provides a nursing pre-entry preparation program by working with 25, tenth-, eleventh- and twelfth-graders at Grover Cleveland High School, including mentoring, tutoring, career exploration, SAT preparation and character development.

In an effort to increase middle school students' awareness of colleges and careers, build connections, and expand opportunities for middle school educators' professional development in targeted Western New York high-need middle schools, D'Youville is participating in the Federal College Access Challenge Grant, "College2Kids - Kids2College" awarded by the New York State Higher Education Services Corporation of Independent Colleges and Universities in collaboration with Alfred University, Daemen College, the Sallie Mae Fund, D'Youville-Porter Campus BPS #3, Houghton Academy BPS #69, Antonia Pantoja BPS #18 and Native American Academy BPS #19.

D'Youville also is a partner with the Buffalo Public Schools on a new initiative—Smart Scholars. Smart Scholars will extend dual enrollment options for students enrolled in BPS Middle Early College. This grant will provide opportunities for college faculty and Middle Early College teachers to engage in joint professional development to bridge the gap between the two educational levels, creating a seamless transition from high school to college, for literacy across the curriculum and electronic portfolios.

The Health Careers Opportunity Program (HCOP) focuses on developing a more diverse applicant pool by providing intensive six-week summer programs for high school students. There are pre-matriculation activities for D'Youville College students aspiring to enroll in one of the health professions program and retention services for students in need of additional academic and social supports. The purpose of the project is to increase health professions education opportunities for individuals from disadvantaged backgrounds in order to increase workforce diversity. The program includes recruitment of potential health profession students and the implementation of a summer program as well as retention/support services, including structured Saturday Academies, for economically and/or academically disadvantaged students seeking admittance into and matriculated students in one of six health professions programs: chiropractic, dietetics, occupational therapy, pharmacy, physician assistant or physical therapy.

D'Youville also is a partner with the Buffalo Public Schools on a new initiative: Smart Scholars. Smart Scholars will extend dual enrollment options for students enrolled in BPS Middle Early College. This grant will provide opportunities for college faculty and Middle Early College teachers to engage in joint professional development to bridge the gap between the two educational levels, creating a seamless transition from high school to college for literacy across the curriculum and electronic portfolios.

The Leonardo daVinci High School, a college-prep magnet school for the liberal arts, is housed at D'Youville. DaVinci students participate in 28 collaborative programs including daVinci students taking D'Youville college courses for credit, high school/college student mentoring and tutoring programs, and a creative art program. Teachers from both schools collaborate with D'Youville faculty members on professional projects.

**THE CAMPUS****Koessler Administration Building (1874)**

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

**Montante Family Library (1999)**

The library is housed in a magnificently renovated four-story building. It contains approximately 130,000 volumes including microforms and software and subscribes to over 500 print journals. The library boasts state-of-the-art computer reference capabilities for both in-house and off-site users including subscriptions, which provide full text access to over 52,000 unique journals to over 70 online databases. A reference collection, a 96-station computer lab, wireless Internet connectivity and study rooms are available. The library provides both group-viewing and portable TV/DVD/VCR units. The software collection includes DVDs, videocassettes, compact discs, cassettes and other formats.

**Madonna Hall (1959)** This five-story building houses the Leonardo daVinci High School, part of the Buffalo Public Schools system, on three floors, a dietetics lab/kitchen, archives and administrative offices. A large lounge is also available for meetings and social events.

**Alt Building (1967)** Classrooms, laboratories, lecture halls and faculty offices are located in this six-story, air-conditioned building. Spot Cafe is also located in this building.

**College Center (1969)** The center lives up to its name as the hub of campus social, cultural and athletic events. Its gymnasium, swimming pool, game room, fitness/wellness area, dining rooms, and meeting rooms 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.

**Marguerite Hall (1968)** 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 coed floor for part-time Canadian students. The residence life office, health center and personal counseling office are located on the first floor.

**Niagara Annex - 631 Niagara Street**

**(1991)** This building houses vital administrative support offices. These include alumni, institutional advancement, human resources, 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.

**Bauer Family Academic Center (2001)**

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

**Student Apartment Complex (2005)**

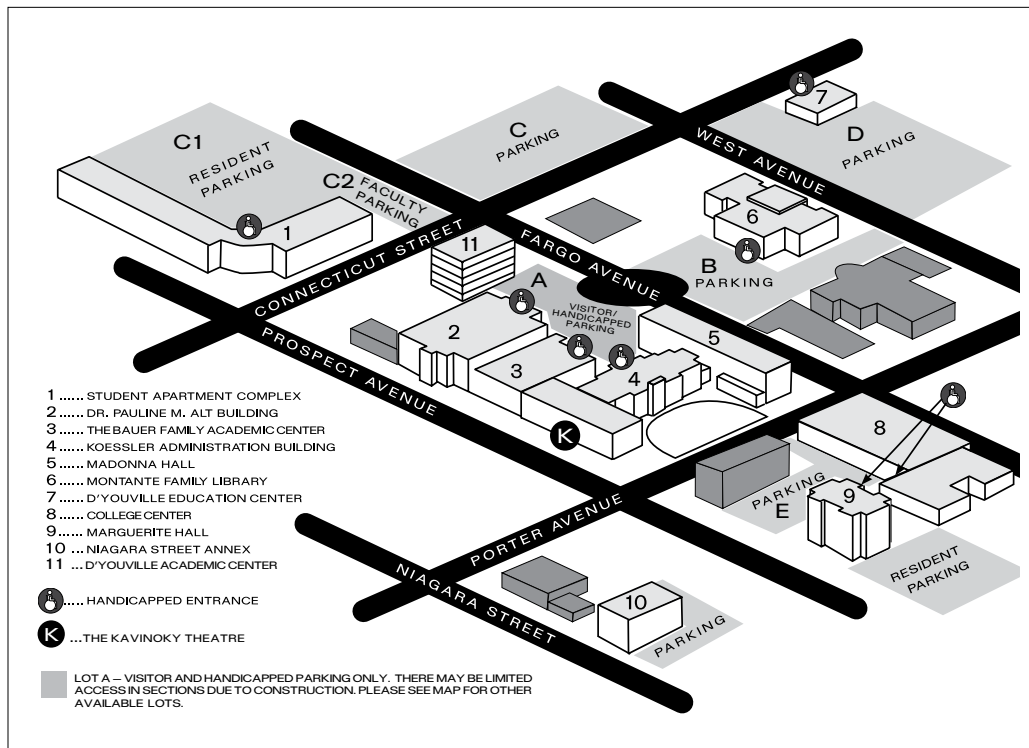
Fully furnished studio and four-bedroom apartments with cooking facilities are available to juniors, seniors, graduate students and students 21 years of age or older. Each apartment has kitchen facilities; cable and computer hookups; secure, off-street parking; and laundry facilities. A computer lab is also available.

**D'Youville Education Center (2006)** This one-story structure, adjacent to the West Avenue parking lot, houses five large classrooms and serves as an academic resource for the campus.

**D'Youville Academic Center (2010)**

In May 2010, this 93,000 square-foot building opened. It houses the School of Pharmacy, graduate, undergraduate and international admissions, the International Student Office (ISO), state-of-the-art laboratories, classrooms and a computer lab.





## 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 greatest cultural centers: the Albright-Knox Art Gallery 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, Bandits and Bisons play their home games.

## DRIVING DIRECTIONS

D'YOUVILLE COLLEGE is located less than one mile from downtown Buffalo, near the Peace Bridge, the 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 on to PORTER AVENUE-EXIT 9, turn LEFT on to Porter Avenue and continue to the college.
- If you are driving NORTHbound on the Niagara section (190) of the NYS Thruway, exit on to NIAGARA STREET - EXIT 8, turn LEFT on to Niagara then RIGHT on to 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 second light and turn left onto Porter Avenue. Continue straight (four traffic lights) to the college.

## CROSSING THE U.S./CANADIAN BORDER

Beginning June 1, 2009, American or Canadian citizens entering or re-entering the United States will be required to show one of the following forms of identification:

- Current passport
- U.S. passport card
- Enhanced state driver's license
- Federally issued "trusted traveler" card such as the NEXUS or FAST

These regulations pertain to all land travelers over 18 years and air travelers of any age.

**ALUMNI**

D'Youville alumni have an excellent history of support and loyalty to the college.

Their achievements are a testimony to the quality of the education received at D'Youville. Over 16,000 alums, living on six different continents, continue the college's mission of service within their professions and their communities.

Their gifts of time, talents and financial support have had a tremendous impact on the college community. From capital campaigns, financial aid, scholarships and the annual fund to guest lecturing, clinical supervision, attendance at athletic events and volunteering on campus, D'Youville alumni are committed to enhancing the mission and reputation of the college.

The office of alumni relations is located at the south end of the campus in the annex at 631 Niagara Street. The staff acts as the liaison between alumni and the campus college community, and works closely with the Alumni Association board of directors. Alumni news may be found on line at: [www.dyc.edu/alumni](http://www.dyc.edu/alumni) and in the publication *D'Mensions*.

**ALUMNI ASSOCIATION**

The Alumni Association is composed of more than 16,000 graduates. All students who earn their degree are automatically enrolled in the Alumni Association and from time to time honorary membership status is granted as determined by the association's board of directors. The purpose of the association is to promote fellowship among members and to assist in advancing the best interests of D'Youville College. The association is led by an elected board of directors. The board also includes four non-voting members consisting of the alumni relations director, two students for the D'Youville College Student Association and one individual who has completed their undergraduate work and is continuing as a student at the graduate student.

Realizing that involvement with students is necessary for the vitality of the association, the board of directors, in conjunction with the alumni office, is committed to working on admissions recruitment, sponsorship of various programs and recognition of student leadership and achievement. The association funds the Sr. Mary Charlotte Barton Alumni Kinship Scholarship and supports funding for the Alumni Association Endowed Scholarship.

The association presents annual awards to recognize the achievements of alumni and current students. These awards include the Anne Lum Award, Delta Sigma which is in conjunction with induction into the St. Marguerite d'Youville Honor Society and the Lee Conroy Higgins Award.

**ALUMNI ASSOCIATION BOARD OF DIRECTORS 2012-2013****President:**

Michelle D. Swygart '98

**Vice-president:**

TBA

**Corresponding Secretary:**

TBA

**Recording Secretary:**

TBA

Courtney Charleson-Smith '99

Michele A. Cook '75, MD

Jodene Vrana Cunningham '89

Austin Houlding '09

David P. Loreto '09

Erin McCarthy '11

Angeline Brucklier Padula '55, '78

Edie Racinowski '10

Deanna Rusek '11

**Ex-officio members**

Director of alumni relations:

Mary B. Pfeiffer '84

**Alumni-Student Representative:**

Katie Fetter '10

**Student Association Representatives:**

Crystal Austin

Andrea Milleville

# STUDENT LIFE

## SERVICES TO STUDENTS

### ACADEMIC COMPUTING

The department of academic computing coordinates computer classroom, computer lab and instructional media services through its labs and media division and provides distance education services through its distance learning division.

Academic computing manages computer labs located in the lower level of the Montante Family Library and the first floor of the D'Youville Academic Center (DAC), computer classrooms in the library and Bauer Family Academic Center (BFAC), and "smart" classrooms in BFAC, DAC, the D'Youville Education Center and the Pauline Alt Building.

Academic computing encourages the appropriate integration of instructional media in the classroom. The department believes that classroom and computer lab technology is an important part of a rich learning environment. Different classrooms on campus take advantage of different technologies. It is the goal of the department to make these technologies easier to access and use.

The department's objective in distance education is to offer academically sound courses in a virtual education format and to use the Internet to bring D'Youville's academic resources to where students live. Academic computing maintains Modular Object Oriented Distance Learning Environment (MOODLE) course management software. The software is used to build virtual classrooms for distance education purposes, a blog server (Project) used for academic blogging, and DDL, a web server used by faculty and students to create websites.

Academic computing provides technology in-service to faculty, students and staff who use the campus computing facilities and distance education services. It supplies instructional media equipment to all college classrooms, supports digital video recording and production, and provides post-production video editing for students, faculty and staff. In addition, the department supports video production of college events, off-campus meetings and conferences.

### CAMPUS MINISTRY

Campus ministry seeks to provide a variety of opportunities for the development of the student's social, moral and spiritual potential, while serving the various needs of the college community and the surrounding society. Campus ministry encourages all members of the college to grow in personal spirituality and to volunteer time and talent so as to enhance campus and community life.

Mass and other worship services respecting various religious traditions are available on and off campus. A directory is published that locates places and times of worship for both Christian and non-Christian places of worship. In an effort to celebrate religious diversity, a variety of ecumenical experiences are also offered to the D'Youville community.

Campus ministry offers a variety of programs throughout the academic year. Such programs include religious educations, spiritual guidance, Bible study, counseling, retreats, social action programs, a service trip, social events and both short term - long term volunteer opportunities. Campus ministry serves as custodian for a data bank in which one's volunteer hours are logged for later verification and reference.

### CAMPUS SECURITY

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

### CAREER SERVICES CENTER

The D'Youville College Career Services Center assists undergraduate- and graduate-level students, and alumni with preparation for the job market. Individual career counseling, resume/cover letter preparation, interviewing skills, job search advice and reference file services are available. Career-related classroom workshops, on- or off-campus career fairs and online career resources keeps students updated on career/employment trends, and changes in resume and cover letter styles that are major-specific. Additional services include scholarship and graduate school application assistance, an online job posting system for current full- and part-time employment seekers, and international volunteer and internship opportunities. Alternative long distance appointment options, including telephone and Internet, are available to Canadian students and alumni living outside the Western New York region.

### **CONNECTIONS: STUDENT INFORMATION AND RESOURCE CENTER**

Connections is located on the first floor of the Bauer Family 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. College identification cards, commuter lockers, calendar and resource guides, and commuter parking hang-tags are available, as well as, forms, applications, brochures, catalogs, and information on local and regional places of interest. 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, and evening 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](mailto:connections@dyc.edu).

### **DAY-CARE CENTERS**

The college does not offer on-campus childcare facilities. The Childcare Resource Network, 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 offers information on quality and regulations. There is no fee for the network'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. Students can refer to the student handbook for a description in detail or contact the associate vice president for student affairs, for more information call 716.829.7766.

### **HEALTH SERVICES**

The Health Center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, immunizations, health insurance information and printed materials. Clinics are offered Monday through Friday. A full-time physician assistant 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 76.829.8777 for information on individual and family policies. By policy, 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, and additional immunizations 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 more than 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, optional practical training, 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 plays another vital role on campus. It is responsible for administering the study abroad programs offered by D'Youville College. Students are encouraged to plan ahead and visit the ISO early for more information about the study abroad programs.

The ISO is located in the D'Youville Academic Center, Suite 219, 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**

Now celebrating its 33rd anniversary. 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 six plays each year in its beautifully restored Edwardian auditorium. The Kavinoky presents a wide variety of works, from classic dramas and musicals to world and regional premieres 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, chemistry and math. The Learning Center also provides support and accommodations for students with disabilities. For further information, students may visit the Learning Center on the 4th floor of the Koessler Administration Building or may 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, one may visit the personal counseling center site at [www.dyc.edu](http://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.

**RESIDENTIAL LIVING**

The apartment-style residence for D'Youville students offers privacy and independence of off-campus living with the convenience and benefits of on-campus life. Located next to the academic area, students are a few steps from classes, the library and other campus facilities, making it very easy to get to their destination quickly. With specially designed four-bedroom and studio apartments, recreation area, computer room, free laundry facilities, parking and 24-hour security, the complex makes a student's time at D'Youville comfortable and accommodating.

All apartments are roomy and fully furnished. The four-bedroom apartments feature two full baths. Other amenities in the apartments include; air-conditioning, full-size refrigerator/freezer, microwave plus stove, cable TV, local phone service plus Internet access.

For questions about living in the apartment complex, please contact the director of residence life, 109 Marguerite Hall, 716.829.8500.

Applications and additional information are available online at [www.dyc.edu/residence\\_life](http://www.dyc.edu/residence_life).

**VETERANS BENEFITS**

D'Youville College is approved by the New York State Division of Veterans Affairs for the training of veterans and other eligible individuals. The college has been designated as a military-friendly school by *GI Jobs* magazine, placing in the top 15 percent of all colleges and universities nationwide. The college is currently ranked by *Military Times* magazine as fifth out of 4000+ colleges and universities nationwide as a Veterans Friendly Campus. Veterans, the dependents of disabled or deceased veterans and the dependents of active duty military personnel may contact the director of the veterans affairs office, 716.829.7836, for an application and more information.

**The D'Youville Veterans Advantage:**

- A full service office that provides not only educational counseling but also assistance for all other issues affecting the student-veteran.
- A liberal military leave of absence policy
- A Student Veterans' of America Chapter (SVA) on campus
- A veterans lounge
- The veterans affairs office is run by a Vietnam-era combat veteran.

**WRITING TUTORIALS**

Professional writing tutors help guide students in 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 call 716.829.7774 or make an appointment by visiting [www.dyc.edu/genbooks.com](http://www.dyc.edu/genbooks.com) and clicking on the Learning Center link.

# 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, pharmacy, physical therapy, 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 the following:

- Academic performance based on official college or university transcripts.
- 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 cumulative undergraduate G.P.A. of at least 3.0;
  - A cumulative undergraduate G.P.A. of at least 2.75 with a 3.0 or better in the second half of undergraduate work; or
  - A cumulative undergraduate G.P.A. of at least 2.75 with a 3.0 or better in the major field
- A personal interview (not required for all programs)
- 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:

- 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](http://www.dyc.edu).)
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- 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 contacting the office of graduate admissions at 716.829.8400 or toll-free at 1.800.777.3921, or by e-mail at [graduateadmissions@dyc.edu](mailto:graduateadmissions@dyc.edu). 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:

- Applicants who show promise and have taken at least nine 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.
- 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 FULL TIME ENROLLMENT REQUIREMENTS**

According to federal regulations, an alien seeking to study may be classified as a student (F-1 non-immigrant) only if he/she intends to pursue a full course of study at an approved school.

#### **INTERNATIONAL STUDENT APPLICATION PROCESS**

Prospective international students are encouraged to visit our website, [www.dyc.edu](http://www.dyc.edu) to view and/or download international application materials. To request an application packet by mail, please contact the graduate admissions office:

Graduate Admissions/D'Youville College  
320 Porter Avenue  
Buffalo, NY 14201 USA  
Tel: 716.829.8400/Fax: 716.829.8408  
Toll Free (U.S. and Canada):  
1.800.777.3921  
Email: [graduateadmissions@dyc.edu](mailto:graduateadmissions@dyc.edu)

All prospective international students must submit the following items:

1. D'Youville College graduate application.
2. \$25 application fee (program specific) in international money order or check drawn on a U.S. bank. A free online application is available on the college website at [www.dyc.edu](http://www.dyc.edu).
3. Official international transcripts/school records of university course work evaluated by World Education Service (WES) [www.wes.org](http://www.wes.org) or one of our approved transcript evaluation agencies (unless from a U.S. or Canadian institution). Applicants must submit a course-by-course evaluation or equivalent.
4. Proof of English proficiency can be demonstrated by achieving one of the following: a minimum accepted score of 61 on the internet-based (IB), or 500 on the paper-based (PB) Test of English as a Foreign Language (TOEFL) exam [www.toefl.org](http://www.toefl.org); a minimum accepted score of 6 on the International English Language Testing System (IELTS) exam; the successful completion of an English as a Second Language (ESL) program at an accredited or internationally recognized institution.

We have a cooperative partnership with ELS Language Centers. For more information about ELS and English as a Second Language Programs, please visit their website at [www.els.com](http://www.els.com) or contact them directly at [info@els.com](mailto:info@els.com) or by phone 609.750.3500.

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 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. A signed acceptance letter
2. Information regarding international student orientation
3. Information outlining deposit, health and immigration requirements
4. Health center information letter
5. Health and immunization report

All students currently being admitted to D'Youville College from a country other than the United States will need to be issued a Federal Form I-20. The I-20 is needed in order to obtain an F-1 student visa from the American embassy in the student's home country. An I-20 will only be issued by the International Student Office at D'Youville College after:

1. Acceptance into a full course of study
2. Submission of the \$500 international student deposit
3. Submission of the international student financial forms along with the appropriate supporting affidavits and financial documents.

In the event that a student does not qualify for an F-1 student visa, the \$500 deposit will be immediately returned.

# STUDENT ACCOUNTS OFFICE

The student accounts office is responsible for the billing and maintenance of all tuition charges, student fees, room and board charges, and the posting of financial aid and student loans, as well as refunds for overpayments. An important function of the student accounts office is to assist the students with their student financial account. D'Youville College assesses tuition and fees on a semester basis. Students are responsible for checking their student and course information (STACI) accounts for the most current information regarding their student account.

## HOUSING CHARGES\*\*

Marguerite Hall Residence and board, per semester	\$5,125
Apartment Residence, per semester	\$4,187
Residence Council fee, per semester	\$10

\* Continuing students must be registered for at least one week prior to the start of class, fall and spring terms only. Late registration fee will be assessed after the above time.

\*\* Room rates are based on the type of room/apartment reserved by and assigned to students. A list of rooms and rates is available from the office of residence life or on the D'Youville College website.

## TUITION AND FEES

<b>Tuition, per credit hour, master's courses</b>	<b>\$810</b>
<b>Tuition, per credit hour, doctoral students</b>	<b>\$875</b>
<b>Tuition, chiropractic, per semester</b>	<b>\$10,965</b>
<b>Tuition, pharmacy, per semester</b>	<b>\$14,438</b>
<b>Audit, per credit hour</b>	<b>\$525</b>
<b>General college fee</b>	
Full-time	\$100
Full-time, pharmacy and chiropractic	\$175
Part-time	\$50
<b>Student Association fee</b>	
Full-time	\$55
Part-time (per credit hour)	\$3
<b>Other Fees and Charges</b>	
Application fee EDL and EDHP (payable with application, non-refundable)	\$100
Acceptance deposit	varies per program
New student orientation fee	\$100
Late registration fee *	\$125
Exception registration fee	\$300
Late payment charge	\$225
Late withdrawals	\$125
Education Comprehensive Exam fee	\$220
<b>Challenge examinations:</b>	
Written exam	\$240
Clinical exam	\$250
<b>I.D. replacement fee</b>	<b>\$10</b>
<b>Returned check charge</b>	<b>\$35</b>
<b>Lost check fee</b>	<b>\$50</b>
<b>Student professional liability insurance (per semester)</b>	<b>\$50</b>
<b>International health insurance (estimated):</b>	
August 1, 2012 – August 1, 2013 coverage	\$1,656
January 1, 2013 – August 1, 2013 coverage	\$966
<b>Graduation fee or degree in absentia</b>	<b>\$80</b>
<b>Academic gown (rental), outfitters' price, approx.</b>	<b>\$80-135</b>
<b>Placement credentials folders (each student entitled to one folder gratis):</b>	
each additional folder	\$5
Transcript fee	\$5
<b>Alumni audit fee, per course</b>	<b>\$100</b>
<b>Laboratory fees, per course</b>	
Functional Anatomy	\$365
Chiropractic Adjustive Techniques fee	\$825
Dietetics Labs	\$40
OT/PT Labs	\$40
Nursing Clinical Lab	\$65
Other Labs	\$40
<b>Thesis microfilming and publishing</b>	<b>\$200</b>

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, i.e., if courses are taken on or off campus or by distance learning; or whether the student is completing clinical, internship or student teaching requirements.



**FULL-TIME STATUS: GRADUATE**

A student is considered full time when they are registered for at least 9 credit hours in a semester.

For financial aid purposes, a student who is formally admitted into a graduate program must be registered for at least 9 credit hours in a semester, to be considered full time.

For scholarship purposes, a graduate student must be 12 hours per semester.

**PART-TIME STATUS: GRADUATE**

A part-time student is one who is registered for less than 9 credit hours, in a semester.

**SUMMER SESSION**

Tuition and fees for the summer sessions are the same as those charged for previous fall and spring semesters. Some financial aid assistance may be available for the summer sessions, if a student is matriculated and registered for at least six credit hours in a graduate program or at least three hours in a doctoral program. To be considered for financial aid, the student must contact the financial aid office at 716.829.7500, for further information and requirements.

**APPLICATION FEE**

A non-refundable application fee of \$100 must be submitted with all applications for admission to D'Youville College Ed.D. programs.

**ROOM DEPOSITS**

All students residing on campus full time, in either Marguerite Hall or The Apartments, are required to pay a \$100 room damage deposit. This deposit is refunded (less any damage charges) after the student withdraws from residence or at the end of the academic year.

**INSURANCE**

Illness and hospitalization insurance (12-month period) is available through the college for approximately \$800. Family coverage is available at an additional cost. Students in all health-related programs are required to have liability insurance coverage through the college for each clinical course. This includes registered nurses in the RN/B.S.N or RN/M.S.N programs and students in advanced certificate programs. Health insurance is mandatory for international students and for all students in D'Youville's Study Abroad programs.

**OTHER EXPENSES**

Students are responsible for purchasing textbooks, consumable supplies and equipment, for the courses for which they are registered.

**TUITION LIABILITY/WITHDRAWAL POLICY**

Adjustments to tuition liability will only be made in cases of an official leave of absence or withdrawal. A withdrawal form must be filed. Any adjustment/refund of tuition will be calculated based on the date of the filing of a withdrawal form and the schedule below, for the fall and spring semesters.

Please note only tuition may be refunded. Students are 100 percent liable for all fees after the drop/add deadline.

The first day of classes constitutes the beginning of the first week. Individual schedules, for each semester should be consulted for exact dates of liability.

Tuition, fees and room and board are not refunded in cases of unauthorized or unrecorded withdrawal. Students should consult the academic section of the catalog for the withdrawal and registration cancellation policy.

Withdrawal from either a course or the college may affect a student's financial aid eligibility. Such a change may result in a balance being owed to the college. A student should consult with their financial aid advisor before completing the withdrawal process.

**REFUND POLICY**

Students who receive excess financial aid/student loans may be eligible for a refund. Accounts at a credit status are reviewed weekly. Students can check their STACI account to see if a refund has been issued. Refund checks that have been posted between Thursday and Monday should be available for pick up after 10 a.m. that Tuesday, and refunds posted between Tuesday and Wednesday should be available after 10 a.m. that Thursday. Checks that are not picked up from the student accounts office within one week of being issued will be mailed to the permanent address on file.

**Book Vouchers:** Students with estimated credits on their account may automatically use their excess funds at the college's bookstore. The charges will be posted to the student's account and deducted from any estimated credit. If a student's charges exceed the credit on file, they will need to pay for the difference out of their own funds. A written agreement is required for each purchase to be charged to a student's bill.

**TUITION REFUND FALL AND SPRING SEMESTERS**

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%

**SUMMER LIABILITY** Students will be held 100 percent liable after the drop/add deadline, for each session, for which they are registered.

**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%

**PAYMENT POLICY**

Tuition and fees are payable, in U.S. dollars, by the established due date for each semester (about one week prior to the start of the semester). Satisfactory payment arrangements must be established prior to the due date to avoid a \$225 late fee. Students who do not have satisfactory arrangements established are subject to having their registration cancelled at the option of the college. Satisfactory payment arrangements include payment in full (D'Youville College accepts payment by cash, check, money order, bank draft in U.S. funds, MasterCard, Visa, Discover or American Express.), completion of financial aid/student loans, enrollment in the monthly payment plan through Tuition Management Systems (TMS) or documentation of employer reimbursement. A combination of payment arrangements may be used. Interest of one percent per month will be charged on any unpaid balances.

Prior semester balances cannot be carried forward into a new semester, and will prohibit a student from residing on campus or registering for additional classes. Transcripts, diplomas and certificates for professional examinations or licensures will also be withheld.

**Monthly Payment Plan:** D'Youville College offers an interest-free monthly payment plan in partnership with TMS. It is an alternative to large annual or term payments and it helps to limit borrowing. There is a small enrollment fee for the plan. Payments can be made in U.S. funds by check, MasterCard, Visa, Discover or American Express credit cards, 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 the direct debit plan.

The budget amount for the plan is calculated by deducting any financial aid/student loans from the student's tuition and fees. The balance is then broken out over a four- or five-month period for a semester-based plan, or nine or ten months for an annual-based plan. Please be aware that the annual plan is only for students attending the entire academic year and budgets need to be calculated accordingly. The term of each plan would be based on registration. It is the student's responsibility to inform the

student accounts office of any changes needed to the budget for the plan, such as, if the student added a class or received additional financial aid. Changes to a budget would need to be approved by the student accounts office and they would notify TMS of the change. The balance of each semester must be paid in full before a student can register for the next semester.

**EMPLOYER TUITION ASSISTANCE**

A student whose employer offers tuition assistance can defer payment until the end of the semester by complying with the following procedures:

1. The student must pay a \$35 deferred tuition fee each semester.
2. The student must submit a letter from their employer each semester stating that they are eligible for the benefit and a copy of the company's reimbursement policy
3. The student must remit payment on any portion of the balance that is not covered by the employer by the College's established due date for the semester, or set up other satisfactory payment arrangements.

**FINANCIAL AGREEMENT**

The following is the text of the document that all students must accept and agree to upon enrolling at D'Youville College and as they access their STACI accounts. Any questions regarding this document should be directed to the student accounts office.

*I acknowledge that by registering for classes, I am agreeing to pay D'Youville College all tuition and fees and any other balances associated with my registration regardless of any expected payments from any third-party resource, including, but not limited to financial aid, family gifts, employer reimbursement or any other external resource. I am and remain personally responsible for paying any and all balance due to D'Youville College.*

*I understand that the amount of financial aid that I may be eligible for will only be an estimate and I agree to pay any amount not covered by financial aid or that is a result of my registration or change in my financial aid eligibility.*

**WITHDRAWAL POLICY**

I also understand that failure to attend classes does not absolve me from my financial responsibility. If I intend to withdraw (whether from an individual course or from the college), it is my responsibility to follow the proper withdrawal procedures. I will be held financially responsible for any course, from which I withdraw from based on the date of the withdrawal and the college's published liability schedule. I fully understand that withdrawing from a course or from the college may affect my financial aid eligibility and I would be responsible for any outstanding balance not covered by my financial aid/student loans.

**FAILURE TO PAY**

I understand that failure to pay any amount due by the due date indicated will result in a late fee of \$225 being assessed for the semester in which I fail to pay. A one percent per month interest fee will also be assessed on any unpaid balance. I further understand that, should my account become delinquent, D'Youville College has the right to:

1. Withhold further registration privileges
2. Withhold the awarding of any degrees, diplomas or certifications
3. Withhold providing of transcripts and/or
4. Commence collection and legal proceedings against me resulting in additional costs and fees to me.

**COLLECTIONS FOR NON-PAYMENT**

I understand and agree that, should my account become delinquent, it will then be considered in default and may be referred to an outside agency for further collection efforts. The college reserves the right to transfer the account to a collection agency or attorney. My delinquent account may be reported to the credit bureaus. I understand that I will be responsible for payment of all late fees, interest and collection expenses, including any charged by a collection agency, and any reasonable attorney fees incurred by D'Youville College in the collection of the balance due.

# FINANCIAL AID

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 February 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. The FAFSA is filed electronically at [www.fafsa.ed.gov](http://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 two 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.

**Graduate Academic Scholarship:** This non-renewable scholarship is awarded to students with strong undergraduate academic records. U.S. students applying must complete a FAFSA form, available online at [www.fafsa.ed.gov](http://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 G.P.A. of 3.25
4. Must be enrolled for at least six graduate credit hours for each semester of scholarship award.

**Graduate Retention Scholarship:** This non-renewable scholarship is awarded on the basis of financial need and is designed to aid enrolled students in continuing their graduate studies. U.S. students must complete a FAFSA form, available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Interested students must submit a written request to their graduate department chairperson.

#### 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:** (when available) 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](http://www.fafsa.ed.gov).

### FEDERAL WORK STUDY

This program provides jobs on campus for students in financial need. The awards during the academic year are for \$1,500.

### 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](http://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.

**Direct Federal Stafford Loans:** Full- and half-time graduate students are eligible to borrow up to \$20,500 in unsubsidized loans per academic year. Students can apply for the Federal Stafford Loan by completing a FAFSA form, available online at [www.studentloans.gov](http://www.studentloans.gov). A direct Stafford Loan application is available online at [www.dlenote.ed.gov](http://www.dlenote.ed.gov). The loan form must be completed, including the reference section, and signed using your federally assigned PIN number. The 2011-2012 interest rate was 6.8 percent; however this is subject to change annually by Congress. D'Youville College Stafford loan default rate is currently 8.1 percent. The D'Youville financial aid office has developed a plan to provide even better loan counseling to students and graduates to reduce the default rate.

**Graduate/Professional Plus Loans:**

Graduate and professional students can apply for federal Graduate/Professional PLUS Loans to help finance their college education. This loan helps qualifying students pay the difference between the financial aid already received from scholarships, grants, and student loans and the cost of their attendance.

**Eligibility Requirements**

To be eligible for a Graduate/Professional PLUS Loan, one must:

1. Be a U.S. citizen or an eligible non-citizen and have a social security number.
2. Be enrolled in a graduate or professional program
3. Complete the Free Application for Federal Student Aid (FAFSA)
4. Already have been awarded the maximum Federal Subsidized and Unsubsidized Stafford Loan for which he or she qualifies and the student must complete an electronic GRAD PLUS Master Promissory Note (eMPN) at [www.studentloans.gov](http://www.studentloans.gov).
5. Meet credit eligibility requirements, some of which include no debts 90 days or more delinquent and no defaulted student loans, no garnishment of wages or tax refunds, bankruptcy or foreclosure in the past five years.

**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](http://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.

**NON-MATRICULATED STUDENTS AND THOSE COMPLETING PREREQUISITES**

Aid for students who are non-matriculated and completing prerequisites to be admitted to either an undergraduate or graduate program at D'Youville College are limited to Stafford Loans. The student is also limited to twelve consecutive months of Stafford eligibility while working on prerequisites. The pre-undergraduate Stafford Loan limits are \$3,500 for subsidized and \$6,000 for unsubsidized. The pre-graduate Stafford Loan limits are \$12,500 unsubsidized.

**SISTER MARY CHARLOTTE BARTON ALUMNI KINSHIP SCHOLARSHIPS**

are available to students who are related to D'Youville College alumni. For more information, go to [www.dyc.edu/alumni\\_friends.asp](http://www.dyc.edu/alumni_friends.asp).

**FAMILY TUITION WAIVER**

Families with two or more students attending D'Youville College, who are enrolled for at least 12 credit hours each, as an undergraduate and 9 credit hours as a graduate student in the same year receive a reduction of \$1,000 per year on each student's tuition. Both students need to be members of the same household. Families with two or more students residing in the residence halls in the same year receive an additional \$500 per year reduction on each student's room and board. Applicants must complete the FAFSA. Each undergraduate student must complete the TAP application.

**VETERANS BENEFITS**

D'Youville College is approved by the New York State Division of Veterans Affairs for the training of veterans and other eligible individuals. The college has been designated as a Military Friendly School by *GI Jobs* magazine, placing it in the top 15 percent of all colleges/universities nationwide. The college is also currently

ranted by *Military Times* magazine as fifth out of 4,000+ colleges and universities nationwide as a Veterans Friendly Campus. Veterans, the dependents of disabled or deceased veterans, and the dependents of active duty military personnel may contact the director of the veterans affairs office, located in the Koessler Administration Building (KAB), Rooms 217, for an application and more information.

**D'YOUVILLE COLLEGE VETERAN TUITION WAIVER PROGRAMS**

For the active duty service member, reservist/guardsman or veteran, D'Youville College provides a financial incentive in honor of their service to our country. The program for the student-veteran has two separate components, each with its own unique criteria. These two programs are: the Yellow Ribbon Program, and the D'Youville College Veteran Tuition Waiver (VTW) program.

**Yellow Ribbon (Chapter 33 YR)**

D'Youville College is a Yellow Ribbon participant. As such, a Memorandum of Understanding (MOU) has been executed between the Veterans Administration (VA) and D'Youville College, wherein both parties agree to share, on a 50-50 basis, any tuition charges that exceed the \$17,500 CAP established under the revised Post 9/11 GI Bill signed into law by President Obama in January 2011.

To be eligible for the Yellow Ribbon program, the service member, reservist/guardsman or veteran must have 100% eligibility under the provisions of Chapter 33 (Post 9/11) GI Education Bill. Defined as the service member or veteran having had 36 aggregate months or more of qualifying active duty served on or after September 11, 2001. Veterans eligible under this program are not eligible for the VTW or any other D'Youville grant, waiver or scholarship, since the veteran's entire tuition and fees for each semester are paid in full by the VA and/or D'Youville College.

**D'Youville College Veterans Waiver (VW)**

All other veterans, service members and/or reservists/guardsmen are eligible for the D'Youville College Veterans Waiver. This waiver is set at 50% of the tuition charged for each semester of attendance at the college. This waiver is applicable to all programs at D'Youville College with the exception of the professional phase of Pharmacy (Pharm.D.), the Ed.D. programs

and for those students transferring into D'Youville for the graduate component of the doctoral program in physical therapy (D.P.T.).

**Who is eligible for the D'Youville College Veterans Waiver Program?**

Eligibility for the VW is determined by the following criteria:

- Any active duty service member, reservist/guardsman or veteran not eligible for Chapter 33 Yellow Ribbon (YR) and not eligible for Voc/Rehab Chapter 31 is eligible for the D'Youville College Veterans Waiver; and
- the student-veteran must be registered at NYC for a minimum of six credits/semester.

Conditions for receiving and maintaining the D'Youville College Veterans Waiver (VW) are:

- be an eligible student-veteran as defined above;
- as a recipient of the VW, the student-veteran understands that he/she is not eligible to receive any other NYC grant, waiver or scholarship;
- the student-veteran must complete a Free Application for Federal Student Aid (FAFSA); and
- the eligible student-veteran maintains his/her eligibility for any and all Federal Education Awards and/or loans ( i.e., Title IV monies, subsidized student loans, etc.), state education awards (TAP/VTAP, etc.), and private grants, scholarships and loans.

The Veterans Tuition Waiver will be applied to the student's tuition and fees after all tuition-specific aid such as but not limited to TAP and VTA. The balance of the tuition, once the veteran's waiver has been applied to the student's bill, can be paid from veteran's benefits, and Title IV aid.

**D'Youville College Eligible Veteran's Dependent Waiver (VDW)**

For the eligible dependent(s) of a veteran (defined as an active duty service member, reservist/guardsman or honorably discharged veteran) D'Youville College has established a 20% waiver beginning in fall 2011.

**Eligibility:-** The individual must be the spouse or child of a veteran as defined above and meet the criteria for Chapter 33 (transfer of benefits ) or Chapter 35 (veteran deceased due to service-connected injury or classified as 100% disabled due to a service-connected injury

as determined by the VA).

Each candidate must meet the conditions for receiving the eligible Veteran's Dependent Waiver listed below:

- Eligibility as defined above;
- Understand that he/she can receive only one grant, waiver or scholarship from D'Youville and usually selects the higher of those offered to him/her;
- Must complete a Free Application for Federal Student Aid (FAFSA); and
- Retains the right and ability to receive any and all federal, state and private (non-NYC) grants, benefits, scholarships and loans that he/she may be eligible for.

The 20% Veteran's Waiver will be applied to the student's tuition and fees after all tuition-specific aid such as but not limited to TAP and VTA. The balance of the tuition, once the veteran's waiver has been applied to the student's bill, can be paid from veteran's benefits, and Title IV aid.

**NYSTU WAIVER**

Teachers seeking permanent/professional certification who belong to the New York State Teachers Union are eligible for a 20 percent tuition waiver. Students must identify themselves as union members during the admission process.

**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 website addresses for scholarship searches:

[www.fastweb.com](http://www.fastweb.com)

[www.brokescholar.com](http://www.brokescholar.com)

[www.nextstudent.com/scholarship-search/scholarship-search.asp](http://www.nextstudent.com/scholarship-search/scholarship-search.asp)

[www.scholarshipexperts.com](http://www.scholarshipexperts.com)

[www.wiredscholar.com](http://www.wiredscholar.com)

[www.collegeboard.org/toc/html/tocfinancialaid000.html](http://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  
Citibank  
Ford Motor  
Gaymar Industries  
General Motors  
Honeywell  
HSBC Bank  
Ingram Micro  
Intercontinental Branded Apparel  
Kaleida Health  
KEYBank  
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. 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 Feb. 15 as a new student, and by April 15 each year thereafter. The student must commit to either U.S. aid or the Canadian waiver for the duration of the program at the college.

**ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP)**

OSAP is available for Canadian students attending D'Youville College. Applications are available on the OSAP website at [www.osap.gov.on.ca](http://www.osap.gov.on.ca). The D'Youville College financial aid office will process OSAP applications after the student is 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.

1. To ensure maximum consideration for governmental and college-based aid, the following steps should be followed and the information noted: To be considered for Federal Stafford Loans, Federal Work-Study and college-awarded aid (e.g., D'Youville grants, all D'Youville scholarships), the FAFSA must be filed. FAFSAs are available each year after January 1 online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The federal code number for D'Youville College is 002712.
2. 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.
3. The processor, upon receipt of a FAFSA, transmits 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 a federal IRS tax transcript to the college. 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 review and can decline it online within ten days of the date specified in the award letter. If not declined, the financial aid office will process all the aid ten days after the award is made.
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. Federal Direct Stafford Loans are programs sponsored by the U.S. Department of Education. It lends to student applicants according to federal guidelines. Electronic Direct Stafford Loan promissory notes are found at [www.studentloans.gov](http://www.studentloans.gov). The financial aid office will include subsidized and unsubsidized direct loans in the aid packages for those students who qualify for those loans. Students interested in Graduate PLUS Loans must complete those promissory notes, as well as inform the financial aid counselor of an interest in those loans.
9. To obtain all forms of financial assistance, a student must be in good academic standing and be making satisfactory academic progress.
10. For graduate retention 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 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 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 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 by all U.S. students.** 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: Perkins Loans, Federal Work-Study (FWS), Federal Stafford Loan and Graduate PLUS loan. Satisfactory academic progress, as described below, is evaluated two times a year: after the 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 = nine or more credit hours. Minimum required earned hours must be six credits.
- Part-time = 6 to 8 credit hours. Minimum required earned hours must be four credit hours.
- Less than half-time = five 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). 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 Dependent upon project or thesis	150% Time frame (months) Dependent upon full-time/part-time semesters
Chiropractic	188	282
Education	40	78
Health Services Administration	42	63
International Business	45	67
Nursing, Community Health	42-54	72
Nursing, choice of focus	31-36	72
Nursing, Family Nurse Practitioner	40-42	72
Occupational Therapy	83	109
Pharmacy	150	225
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 warning grace period. During this warning 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 subsequent probationary semester 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 warning or probation or if they lost Title IV eligibility. Letters will be sent 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 are available on the financial aid website. 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. Conditions may include working with an academic 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 in "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 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, 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. During 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 had withdrawn from a three credit-hour course. 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 passed 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 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 of 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.

#### **FINANCIAL AID REFUND POLICY**

Students who have been enrolled, are recipients of Federal Title IV Financial Aid and who completely withdraw from the college or take a leave of absence during a semester will receive a refund in accordance with the federal refund policy based on the number of days the student completed, less unpaid charges for the amount to be retained by the college, repaid to the financial aid program, and refunded to the student.

All refunds will be paid to the financial aid programs in accordance with federal policy in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Plus Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV Programs

D'Youville College scholarships and grants will be based on the percentage of time the student was enrolled for the semester, not to exceed the balance due on the student's account.



# ACADEMIC POLICIES AND PROCEDURES

## ACADEMIC STANDING

A student's academic standing is determined by the cumulative quality point average (G.P.A.). Graduate students are expected to maintain a cumulative G.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 G.P.A. is a minimum of 3.0, the student is automatically removed from probation. If a student does not achieve the 3.0 G.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 a Satisfactory/Unsatisfactory 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, 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 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](http://www.dyc.edu) under the Student and Course Information link (STACI), in the registrar's office (KAB, Room 221) and the Connections office (AC, Room 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 online or 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.

**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 an 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 eight 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 Saturday following the end of classes.

### 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 G.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.

### RETENTION SERVICES

The office of retention services supports and promotes student goals towards degree completion and develops retention interventions that foster student success. The office serves as a student advocate and assists with any issues and problems brought forward by students, taking a proactive approach to reach out to students at risk of falling behind. Goals of the office of retention services:

1. Guide and assist students with problem solving and provide awareness of college services available.
2. Encourage successful academic progress and persistence.

3. Provide support to students through the withdrawal/leave of absence process.
4. Provide guidance to those students on academic probation.
5. Utilize student feedback to improve student services.

For assistance or for more information, contact the director of retention services at 716.829.7625.

### WITHDRAWAL FROM A COURSE

In order to withdraw from a course, 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.

Students submitting a withdrawal form are encouraged to speak with the director of retention services at 716.829.7625.

**GRADING****GRADE POINTS**

Grade points are awarded according to the grades earned. The grade point average (G.P.A.) is obtained by dividing the total number of grade points by the total number of semester hours of credit attempted, exclusive of Satisfactory/Unsatisfactory 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	
NG	No Grade Submitted		
R	Course repeated	0	
S	Satisfactory completion of minimal requirements for course	0	
U	Unsatisfactory	0	
UX	Unsatisfactory non-attendance		
W***	Withdrawal without penalty	0	

\* Minimum acceptable grade applicable to a graduate degree.

\*\* The grade of I becomes an F if the work is not completed by April 20th (for fall courses), August 20th (for spring courses), or December 15th (for summer courses). An IA automatically becomes an F if the student does not complete a deferred examination before the date determined by the professor involved. 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 via the D'Youville website, under the current students link 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 I (incomplete) 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 can be made on a form issued by the registrar's office that must include the instructor's signature. Alternatively, instructors can submit I grades directly to the registrar. The grade of I becomes an F if the work is not completed by April 20th (for fall courses), August 20th (for spring courses), or December 15th (for summer courses). An incomplete grade deadline extension (to the next scheduled deadline) must be approved by the professor and may only be granted by the vice president for academic affairs or dean, as appropriate. If the work is still not completed and another extension is not granted, then the I grade will become an F or U.

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.

**VERIFICATION FOR GRADUATION**

Responsibility for fulfilling degree requirements rests with the student. Final verification is done by the registrar.

Each student must submit an application for graduation form to the registrar's office to verify eligibility for graduation. This should be completed no later than Oct. 30 for students graduating in May or August of the following year. Students who expect to graduate in December should complete the verification process during the preceding spring semester.

The commencement ceremony is held in May. Students are eligible to participate in the commencement ceremony if all degree requirements are completed in December of the preceding year, in May or in August. A student may be eligible for August completion only if there are no more than nine credits to be completed during the summer session.

All financial obligations to D'Youville must be fulfilled before the diploma can be awarded or transcripts issued.

**NOTE: For students in programs requiring licensure, registration or certification for entry into practice, please note that graduation from an academic program does not guarantee licensure, registration and/or certification. For additional information, refer to the degree program section of this catalog and/or contact the department chair of a specific program.**

Notification of the completion of requirements other than coursework, 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 students must satisfy New York state immunization requirements. Immunization records must be on file in the D'Youville College health office, located on the first floor of Marguerite Hall. Staff may be reached at 716.829.8777.

**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. Note: For students in programs requiring licensure, registration or certification for entry into practice, please note that graduation from an academic program does not guarantee licensure, registration and/or certification. For additional information, refer to the degree program section of this catalog and/or contact the department chair of a specific program.

**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.

**MILITARY LEAVE OF ABSENCE**

Students who must interrupt their studies for military service due to a call up for a state/national emergency or deployment in support of military operations should contact the director of the office of veterans affairs on campus and supply the director with copies of his/her orders. D'Youville College is a Military Friendly Institute of Higher Learning (IHL), and as such complies with and goes beyond the requirements of all federal regulations governing the readmission requirements for service members by:

- a) Readmitting the service member with the same academic status as when the student was last in attendance/ admitted (this requirement also applies to a student who was admitted to the college but did not begin attendance because of service in the uniformed services).
- b) All students called to active duty as outlined above will be offered the opportunity to complete the course(s) enrolled in, for the semester that their active duty commenced, by directed study (DS) or distance learning (DL) as approved by his/her professor(s) and the appropriate dean and/or department chair. To participate in this component of the military leave policy, the affected student should complete the Student Military DS/ DL Special Request Form available in the veterans affairs office of the college. The student must take the form to each of his/her professors for their approval before returning the form to the veterans affairs office for processing.
- c) Students called to active duty and/or deployed after drop/add week unable to complete their course(s) by DS or DL shall receive a grade of W for the course(s) enrolled in. Tuition/fees will be waived/refunded for those courses. Students called to active duty and/or deployed before or during drop/add week will have their registration deferred for that semester and will be reregistered upon return from active duty.
- d) If the tuition at the college increases during the student's military leave of absence the affected student will be charged, upon his/her return, the tuition rate in effect for the school year, or portion there-of, that he/she was enrolled in when called to active duty.

**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 composed 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.

**REGENCY 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.

**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 Certification of Approval of All Graduate Non-Course Requirements for Graduation 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

## DOCTORAL DEGREE PROGRAMS

### D'YOUVILLE COLLEGE OFFERS DOCTORAL DEGREES IN THE FOLLOWING:

- Doctor of Chiropractic (D.C.)
- Educational Leadership (Ed.D.)
- Health Policy and Health Education (Ed.D.)
- Doctor of Pharmacy (Pharm.D.)
- Doctor of Physical Therapy (D.P.T.)
- Doctor of Nursing (D.N.P.)

## MASTER'S DEGREE PROGRAMS

### D'YOUVILLE COLLEGE OFFERS MASTER OF SCIENCE DEGREES IN THE FOLLOWING:

- Childhood Education (M.S.)
- Adolescence Education (M.S.)
- Special Education (M.S.)
- Teaching Students with Disabilities (Childhood) (M.S.)
- Teaching Students with Disabilities (Adolescent) (M.S.)
- Teaching English to Speakers of Other Languages (M.S.E.d.)
- Health Services Administration (M.S.)
- International Business (M.S.)
- Nursing (M.S.)
- Clinical Nurse Specialist in Community Health Nursing (M.S.)
- Family Nurse Practitioner (M.S.)
- Occupational Therapy (M.S. O.T.)

### TWO-DEGREE PROGRAMS ARE OFFERED IN THE FOLLOWING:

- Accounting (B.S.) and International Business (M.S.)
- Biology (B.S.) and Chiropractic (D.C.)

### 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.N./M.S.)
- Human Occupation (B.S.) and Occupational Therapy (M.S.)
- Physician Assistant (B.S./M.S.)

### A DUAL-DEGREE PROGRAM IN NURSING (B.S.N./M.S.) IS AVAILABLE FOR REGISTERED NURSES WITH AN ASSOCIATE DEGREE.

#### RN 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 RN-B.S./M.S. degree

### SEQUENTIAL-DEGREE PROGRAMS ARE OFFERED IN THE FOLLOWING:

- Biology (B.S.) and Physical Therapy (D.P.T.)
- Exercise and Sports Studies (B.S.) and Physical Therapy (D.P.T.)
- Health Services (B.S.) and Physical Therapy (D.P.T.)

Descriptions of the combined B.S./M.S., B.S.N./M.S., or RN-B.S./M.S. programs are available in detail in the D'Youville College undergraduate academic catalog and online at [www.dyc.edu](http://www.dyc.edu).



# GRADUATE DEGREE PROGRAMS

PROGRAM CODE	NAME	DEGREE	HEGIS CODE
<b>SCHOOL OF MANAGEMENT</b>			
29322	Accounting/International Business*	B.S./M.S.	0502/0513
31302	Business Administration	M.B.A.	0506
20843	International Business *	B.S./M.S.	0513
21443	International Business	M.S.	0513
27334	Health Policy and Health Education	Ed.D.	1299
89282	Health Services Administration	M.S.	1202
<b>SCHOOL OF ARTS, SCIENCES AND EDUCATION</b>			
22784	Adolescence Education	M.S.	0803
22781	Childhood Education	M.S.	0802
28672	Educational Leadership	Ed.D.	0827
87508	Special Education	M.S.	0808
26610	Teaching English to Speakers of Other Languages	M.S.Ed	1508
22786	Teaching Students with Disabilities in Childhood Education	M.S.	0802
22789	Teaching Students with Disabilities in Adolescence Education	M.S.	0808
<b>SCHOOL OF HEALTH PROFESSIONS</b>			
28033	Chiropractic**	D.C.	1221
88129	Dietetics *	B.S./M.S.	0306
85292	Human Occupation/Occupational Therapy *	B.S./M.S.	1208
26612	Occupational Therapy	M.S.	1208
28171	Physical Therapy	D.P.T.	1212
92142	Physician Assistant	B.S./M.S.	1299.1
<b>SCHOOL OF NURSING</b>			
20958	Family Nurse Practitioner	M.S.	1203.1
35251	Family Nurse Practitioner	D.N.P.	1203.10
21059	Nursing	M.S.	1203.1
89578	Nursing/Community Health Nursing*	B.S.N/M.S.	1203.1
82478	Nursing/Community Health Nursing	M.S.	1203.1
<b>SCHOOL OF PHARMACY</b>			
33582	Pharmacy	Pharm. D.	1211
<b>CERTIFICATE PROGRAMS</b>			
21761	Advanced Orthopedic Physical Therapy	ADV. CERT.	1212
22279	Clinical Research Associate	ADV. CERT.	1202
22492	Family Nurse Practitioner	ADV. CERT.	1203.12
22278	Health Services Administration	ADV. CERT.	1202
27262	Improving Performance	ADV. CERT.	1299
20718	Long-Term Care Administration	ADV. CERT.	1202
21762	Manual Physical Therapy	ADV. CERT.	1212
23624	Nursing and Health Related Professions Education	ADV. CERT.	1203.12

\* 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 programs.

## COURSES OF INSTRUCTION DOCTORAL & DOCTORATE PROGRAMS

### DOCTORAL PROGRAM

The doctor of chiropractic program (D.C.P.) leads to a first professional degree. The curriculum concentrates on specialized chiropractic skills and application of research methodologies to evidence-based practice. It encompasses class work, labs and clinical rotations over a period of 11 semesters. Internship and externship experiences include a total of 1,200 hours at a variety of clinical settings including, but not limited to the college's clinics, externships, placement in community-based institutions, hospital rotations, and private practices.

The program is approved by the New York Board of Regents and is registered with the New York State Education Department. The Doctor of Chiropractic degree program at D'Youville College is awarded programmatic accreditation by the: Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Tel: (480) 433-8877, Website: [www.cce-usa.org](http://www.cce-usa.org). Individuals with complaints about compliance of the program with the CCE Standards should be directed to the CCE at the above address. Students who successfully complete the doctor of chiropractic program are eligible to sit for the National Board of Chiropractic Examiners (NBCE) and the Canadian Chiropractic Examining Board (CCEB) licensure examinations. Graduates who pass the NBCE examinations may apply for licensure in all states. Students are advised that some states may have additional or special requirements that must be met in order to obtain licensure in that state. For example, some states currently require a baccalaureate degree in addition to a doctor of chiropractic degree to apply for licensure. In some cases, the baccalaureate degree must be earned prior to entering the chiropractic program. In other cases, the baccalaureate degree may be earned concurrently with the doctor of chiropractic degree. Individual state requirements for chiropractic licensure are subject to change. New York state requires specific undergraduate courses and green card/citizenship in order to qualify for New York state licensure. Please see [www.nysed.gov](http://www.nysed.gov) for specifics.

### DOCTOR OF CHIROPRACTIC (D.C.)

Students should be aware that graduation from an academic program does not guarantee licensure, registration, and/or board certification for entry into practice. It is the student's responsibility to check with the state licensure board in the jurisdiction(s) in which they wish to practice for any additional requirements that must be met for licensure in that state, and to meet those requirements if they desire to obtain licensure to practice in that state.

#### PROGRAM MISSION STATEMENT

The Department of Chiropractic of D'Youville College, through quality academics, research, scholarship and service, prepares future and existing doctors of chiropractic as primary health care practitioners, and for a significant role among the health professions.

#### ADMISSION REQUIREMENTS (UNTIL FALL SEMESTER OF 2013)

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:

- a) 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 eight (8) credits of chemistry course(s) with lab(s) and four (4) credits in either a general chemistry or a biochemistry course with unduplicated content.

\*\*\* The physics requirement may be met with at least six (6) credits of physics course(s) with lab(s). Three of the six credits may be substituted with three (3) credits in 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 coursework, 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.

#### ADMISSION REQUIREMENTS (STARTING FALL SEMESTER OF 2013)

Effective Fall 2013 for entry into the professional phase, the doctor of chiropractic program (DCP) admits students whose goals, abilities, and character are consistent with the DCP's mission, and who have completed the equivalent of three academic years of undergraduate study (90 semester hours) at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency with a GPA for these 90 hours of not less than 3.0 on a 4.0 scale. The 90 hours will include a minimum of 24 semester hours in life and physical science courses. These science courses will provide an adequate background for success in the DCP, and at least half of these courses will have a substantive laboratory component. The student's undergraduate preparation also includes a well-rounded general education program in the humanities and social sciences, and

other coursework deemed relevant by the DCP for students to successfully complete the DCP curriculum. Students are strongly encouraged to have a completed bachelors degree prior to starting in the DCP in order to meet with some state licensing requirements.

Students who have a GPA for these 90 hours of 2.75-2.99 or who have less than 24 semester hours in life and physical sciences will be considered for admission on an individual basis, and if are accepted into the DCP, will be placed on a mandatory term-by-term tracking program designed to maximize their success in the program.

#### 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 doctor of chiropractic program (D.C.P.) 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., MD, DO, DDS, DPM) 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.
- g) Transfer students must complete all of the internship requirements at DYC.
- h) Transfer students may not transfer more than 50 percent of chiropractic specific courses.

#### ACADEMIC REGULATIONS

In addition to the general academic requirements, all matriculated students in the D.C.P. 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 35 different patients (28 must be non-student\* patients);
    - An examination on 26 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;
    - 30 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 30 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 30 cases (to increase by five every two years to a maximum of 35 after September 2011, 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. The doctor of chiropractic program requires that each student awarded the D.C. degree must earn not less than 25 percent of the total credits required for the D.C. degree from D'Youville College.
  8. For financial aid purposes, students enrolled in this professional degree program may apply for graduate financial aid assistance.
- REQUIRING THE CHIROPRACTIC COLLEGE ASSESSMENT TEST (CCAT)**
- We recognize that the decision to pursue a D.C. degree is an important one. We also recognize that the decision to admit a student to the program brings with it our commitment and obligation to assist the student in being successful in obtaining and realizing their academic goal.
- The Chiropractic College Assessment Test (CCAT) results have been shown to be highly correlated with success in

chiropractic programs. The CCAT test may be required for program applicants whose academic records raise questions as to whether or not the student will be successful in meeting the academic challenges of the program.

The test results are used to assist the student in making academic choices and the faculty in advising and developing realistic and success-oriented individualized academic plans.

### 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. 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 executive director. The appeal is initiated with a letter from the student to the executive director describing extenuating circumstances that limited academic performance. The executive director 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

#### Physical Requirements:

Students should have adequate physical abilities, strength, and coordination necessary for appropriate execution of procedures related to patient care.

#### Sensory Requirements:

Students must have the ability to utilize sensory information as necessary and appropriate toward the acquisition, analysis, and integration of knowledge as follows:

#### Visual

- Ability to utilize visual observational skills, whether in the laboratory, classroom, or clinical setting, to the degree of being able to inspect a patient, use diagnostic instruments such as an otoscope and ophthalmoscope, interpret radiographs and other diagnostic images, and be able to accurately discern discolorations of the skin.

#### Auditory

- Capacity to acquire information through auditory-based systems such as auscultation and percussion.

#### Touch

- ability to make determinations through palpation.

#### Smell

- ability to recognize that certain odors may be indicative of specific pathological conditions and to accurately identify odors and recognize the significance of a particular odor.

### TECHNICAL REQUIREMENTS:

#### Cognitive

- ability to acquire, assess, analyze, and integrate information in varying settings and situations.
- ability to conceptualize three-dimensional objects and their relationship to related structures and/or function..
- capacity to problem solve and to appropriately utilize knowledge and skill sets in novel situations.
- ability to demonstrate professionalism, decorum, and sound judgment as expected of a physician.

#### Communication

- have the ability to effectively communicate with individuals, notably patients, towards the objective of gathering and disseminating information
- skill set necessary for clear, articulate, and coherent communication, including verbal and written with all involved individuals including other practitioners, faculty, and patients.

**COURSE REQUIREMENTS****DOCTOR OF CHIROPRACTIC (D.C.)****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 659	Intermediate Physiology I	3
BIO 660	Intermediate Physiology II	3
	<i>Subtotal</i>	28

**Research:**

GRA 600	Theory Development	3
GRA 601	Research Methods and Design	3
	<i>Subtotal</i>	6

**Project Option Requirements**

CHR 626	Project Seminar	2
CHR 627	Project Advisement	1-3
	<i>Subtotal</i>	3-5

**Thesis Option Requirements**

GRA 610	Thesis Seminar	3
GRA 629	Thesis Advisement	3-6
	<i>Subtotal</i>	6-9

**Supportive:**

HSA 612	Culture, Health and Health Care	1
CHR 634	Epidemiology & Public Health for Chiropractors	3
PHI 609	Ethics in Health Care	3
	<i>Subtotal</i>	7

**Chiropractic:**

CHR 600L	Introduction to Chiropractic Lab	2
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 621	Physiologic Therapeutics	5
CHR 622	Entrepreneurship	3
CHR 623	Clinical Internship I	7
CHR 624	Clinical Internship II	7
CHR 625	Clinical Externship	7
CHR 631	Chiropractic Biomechanics	3
CHR 635	Spinal Anatomy	4

CHR 636	Sports & Emergency Care	3
	or CHR 689/680 CPR and Emergency Care	1
CHR 637	Chiropractic Rehabilitation	5
CHR 638	Psychology for Health Care Professionals	3
CHR 639	History and Physical Examination	5
CHR 640	Clinical Diagnosis	7
CHR 641	Chiropractic Principles: A Historical Foundation	1
CHR 642	Chiropractic Principles: Historical Chiropractic Philosophic Theories and Evolution of the Profession	1
CHR 643	Chiropractic Principles: Evidence Based Chiropractic	3
CHR 644	Business/Entrepreneurship	4
CHR 650	Adjustive Techniques	3
CHR 651	Adjustive Techniques II	2
CHR 652	Adjustive Techniques III	2
CHR 653	Adjustive Techniques IV	7
CHR 654	Adjustive Techniques V (Orthopedics I)	7
CHR 655	Adjustive Techniques VI (Orthopedics II)	7
CHR 657	Applied Neurology	5
CHR 661	Diagnostic Imaging I	4
CHR 662/662L	Diagnostic Imaging II: Bone Pathology	7
CHR 663/663L	Diagnostic Imaging III	7
CHR 664/664L	Diagnostic Imaging IV: Regional Review of Musculoskeletal Imaging Capstone Course	7
CHR 665/665L	Diagnostic Imaging V	3
CHR 656	Clinical Neuroscience	5

**STRONGLY RECOMMENDED:**

HSM 203	Medical Terminology	1
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**ELECTIVES:**

CHR 645	Soft Tissues Techniques	2
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**TOTAL CREDITS REQUIRED FOR THE D.C.****Project Option** ..... 184-186**Thesis Option** ..... 187-190

## EDUCATIONAL LEADERSHIP (ED.D.)

### DOCTORAL PROGRAM

Through this program, educational professionals are prepared to confront leadership challenges and engage in effective research, policy analysis, and formulation. Graduates serve as leaders in a variety of teaching, research and administrative contexts across the P-16 education continuum.

This powerful, dynamic, and supportive doctoral program is designed to provide extensive preparation in educational theory, policy analysis, administration and applied research. The curricular design offers the opportunity for students to focus on higher education or K-12 leadership, and culminates in the dissertation. The program utilizes a delivery system that is sensitive to the professional demands on education practitioners by offering hybrid, evening, weekend, and summer coursework. Dissertations are driven by student interests, and professional and community needs.

The curriculum involves 45 hours of doctoral-level coursework beyond the 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:

- A completed application with a non-refundable application fee.
- Official undergraduate and graduate transcripts of all institutions attended.
- Submission of any one of the following: GRE, GMAT, or LSAT scores.

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

- A completed master's degree.
- Evidence of leadership and professionalism in education or a related field.
- A minimum graduate grade point average of 3.5 (based on a 4.0 system).

- Two letters of professional recommendation.
- A brief (500-1,000 words) written statement of goals for pursuing doctoral study.
- One writing sample, including examples from within your graduate program coursework, or an individual scholarly publication.
- Professional resume or curriculum vitae.
- Students being considered for admission will be asked to come to campus to be interviewed by education leadership faculty.

Applications for admission are considered on a competitive basis; applicants meeting minimum requirements may not be admitted.

### PROVISIONAL ADMISSION

Applicants who do not meet the above criteria but have a graduate grade point average of at least 3.25 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.

### 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 (B-, C+, etc.) will not only have to repeat that course, but will also be placed on academic probation (see section on academic probation). Grades of U, or unsatisfactory, are considered to be grades below a B for all policies that contain reference to grades of B- or below for doctoral coursework. A course may be repeated one time only. The original grade will be replaced by the second grade whether higher or lower. Students who receive a grade of B- or below twice for the same course will be dismissed from the program.

### ACADEMIC PROBATION

Students enrolled in the doctoral programs who receive a grade of B- or below will be notified in writing that they have been placed on academic probation. Academic probation will then apply to the next semester of their enrollment, including summer semesters. Students who have been placed on academic probation must successfully complete all coursework with grades of B or higher in the next semester of their enrollment in order to be removed from academic probation. Students who have been placed on academic probation, and receive a grade of B- or below for any course taken in the next semester of their enrollment, will be dismissed from the program.

Students who are taking coursework, and are carrying an "I" (Incomplete) grade from any previous doctoral coursework, and who have a grade of B- or below submitted to replace any I grade, will immediately be placed on academic probation for the current semester of their enrollment.

### ADDITIONAL REQUIREMENTS

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

- Complete a qualifying paper at the completion of all coursework prerequisite to the dissertation. Students must successfully produce a qualifying paper before proceeding to take EDL 722.
- Present a defense of the dissertation proposal and completed dissertation. (See the dissertation handbook for a detailed presentation of the dissertation requirement.)

**DOCTORAL POLICIES ON STUDENT MISCONDUCT**

In addition to the college's policy regarding academic integrity, students enrolled in the Educational Leadership doctoral program are expected to demonstrate the highest standards of personal behavior and professional conduct in academic and educational environments. Dishonesty or misconduct in any form, whether academic or professional, will not be tolerated by program faculty. Unprofessional behavior in any educational setting, including on- or off-campus fieldwork experiences, may result in failure of the course regardless of the mastery of all other course requirements, and may result in dismissal from the program.

The director of doctoral programs will refer any and all allegations of misconduct to the doctoral programs' student misconduct review committee upon written notification of any type of misconduct identified by program faculty. At least two doctoral faculty not involved in the charge(s) of misconduct will be included on the committee. After a careful review of the charge(s), which includes providing the student an opportunity to present the student's case before the committee, the committee will render, in writing, a decision to the director of doctoral programs, who will in turn inform the student of the committee's decision. Students may appeal the committee's decision to the director of doctoral programs.

Students wishing to appeal the decision of the director of doctoral programs may do so with the Associate Vice President for Student Affairs.

**COURSE REQUIREMENTS**

<b>COURSE</b>	<b>Credits</b>
EDL 700: Doctoral Seminar.....	3
EDL 701: Organizational Behavior: Theory and Practice.....	3
EDL 703: Contemporary Educational Systems: Law and Policy.....	3
EDL 704: Contemporary Educational Systems: Finances and Control.....	3
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 709: History and Future of Education Reform.....	3
EDL 710: Advanced Statistics + Lab.....	4
EDL 711: Field Study in Intra-Institutional Problem Solving.....	3
EDL 712: Field Study in Inter-Institutional Problem Solving.....	3
EDL 722: Proposal Identification, Development and Completion.....	6
EDL 801: Completion of the Dissertation: Conduct, Analysis and Final Preparation.....	5
<b>Credits required for EdD courses.....</b>	<b>45</b>
<b>Transfer credits.....</b>	<b>45</b>
<b>TOTAL Required for EdD.....</b>	<b>90</b>



## HEALTH POLICY AND HEALTH EDUCATION (ED.D.)

### DOCTORATE PROGRAM

The doctorate program in health policy and health education provides health professionals with the edge they need through challenging coursework 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 comprises 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, with 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.
- One writing sample from within your graduate program coursework, not to exceed 30 pages in length.

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 a grade 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.

### 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 (B-, C+, etc.) will not only have to repeat that course, but will also be placed on academic probation (see section on academic probation). Grades of U, or unsatisfactory, are considered to be grades below a B- for all policies that contain reference to grades of B- or below for doctoral coursework. A course may be repeated one time only. The original grade will be replaced by the second grade whether higher or lower. Students who receive a grade of B- or below twice for the same course will be dismissed from the program. (Please refer to the grading policy section of this catalog.)

### ACADEMIC PROBATION

Students enrolled in the doctoral programs who receive a grade of B- or below will be notified in writing that they have been placed on academic probation. Academic probation will then apply to the next semester of their enrollment, including summer semesters. Students who have been placed on academic probation must successfully complete all coursework with grades of B or higher in the next semester of their enrollment in order to be removed from academic probation. Students who have been placed on academic probation, and receive a grade of B- or below for any course taken in the next semester of their enrollment, will be dismissed from the program.

Students who are taking coursework, and are carrying an I (Incomplete) grade from any previous doctoral coursework, and who have a grade of B- or below submitted to replace any I grade, will immediately be placed on academic probation for the current semester of their enrollment.

### 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.

**ADDITIONAL REQUIREMENTS**

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

- Complete a comprehensive examination at the completion of the comprehensive core and professional concentration. Students must successfully pass the comprehensive examination before proceeding to take DED 721 and DED 722. (See the doctoral programs in education student handbook for comprehensive examination policies and procedures.)
- Present a defense of the dissertation proposal and completed dissertation. (See the doctoral programs in education dissertation handbook for a detailed presentation of the dissertation requirement.)

**DOCTORAL POLICIES ON STUDENT MISCONDUCT**

In addition to the college's policy regarding academic integrity (see the Student Handbook: Doctoral Programs), the doctoral programs affirm that students enrolled in any of D'Youville College's doctoral programs are expected to demonstrate the highest standards of personal behavior and professional conduct in academic and educational environments. Dishonesty or misconduct in any form, whether academic or professional, will not be tolerated by program faculty. Unprofessional behavior in any educational setting, including on- or off-campus fieldwork experiences, may result in failure of the course regardless of the mastery of all other course requirements, and may result in immediate dismissal from the program.

The director of doctoral programs will refer any and all allegations of misconduct to the doctoral programs' student misconduct review committee upon written notification of any type of misconduct identified by program faculty. At least two doctoral faculty not involved in the charge(s) of misconduct will be included on the committee. After a careful review of the charge(s), which includes

providing the student an opportunity to present the student's case before the committee, the committee will render, in writing, a decision to the director of doctoral programs, who will in turn inform the student of the committee's decision. Students may appeal the committee's decision to the director of doctoral programs.

Students wishing to appeal the decision of the director of doctoral programs may do so with the vice president for academic affairs.

**COURSE REQUIREMENTS**

**HEALTH POLICY AND HEALTH EDUCATION DEGREE: ED.D.**

<b>The Comprehensive Core:</b>	<b>Credits</b>
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
<b>TOTAL . . . . .</b>	<b>12</b>

<b>In the Health Policy Concentration:</b>	
DHP 705 Comparative Health Care Systems: Population and Global Health . . . . .	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
<b>TOTAL . . . . .</b>	<b>12</b>

Or

<b>In the Health Education Concentration:</b>	
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
<b>TOTAL . . . . .</b>	<b>12</b>

<b>Field Study Component:</b>	
DED 711 Field Study in Organizational Relationships: Intra-Institutional Problem Solving . . . . .	3
DED 712 Field Study in Organizational Relationships: Inter-Institutional Problem-Solving . . . . .	3
<b>TOTAL . . . . .</b>	<b>6</b>

<b>Preparation for Dissertation:</b>	
DED 721 Advanced Research Methods in Health Care Systems . . . . .	3
DED 722 Proposal Identification, Development and Completion . . . . .	3
<b>TOTAL . . . . .</b>	<b>6</b>

<b>Dissertation:</b>	
DED 801 Dissertation Research, Writing and Defense . . . . .	9
<b>TOTAL . . . . .</b>	<b>9</b>

<b>TOTAL REQUIRED FOR ED.D. . . . .</b>	<b>45</b>
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## NURSING PRACTICE (D.N.P.)

### ADMISSION CRITERIA FOR DOCTORATE OF NURSING PRACTICE (D.N.P.)

1. A completed application form and a non-refundable application fee
2. Completion of a baccalaureate degree in nursing from a CCNE or NLNAC accredited program at a college or university (or CNO in Ontario)
3. Completion of a master's degree with specialty preparation as an advanced practice nurse (nursing practitioner, clinical nurse specialist, nurse anesthetist or nurse midwife) from a CCNE or NLNAC accredited program at a college or university (or CNO in Ontario)
4. Minimum graduate grade point average of 3.25 (based on a 4.0 system)
5. Official transcripts from each college or university attended; this must include all undergraduate and graduate work
6. Copy of an active, unrestricted license as a professional registered nurse and advanced practice certification in New York state or Ontario
7. Current CPR certification.
8. Copy of current national certification (or exam-eligibility) as an advanced practice nursing in a specialty area (where applicable)
9. Documentation of the number of clinical hours completed in prior master's degree program
10. At least two years of relevant professional experience
11. Current resume or curriculum vitae
12. Evidence of active membership in at least one professional organization
13. Favorable review with a panel of D'Youville College nursing faculty members.
14. Three letters of reference; the faculty prefer that one come from a college-level professor if possible and at least one from an employer or colleague with an advanced or terminal degree, focusing on the applicant's potential for success in the doctoral program.
15. A written personal statement outlining how the applicant expects this degree to assist in achieving specific career goals.
16. Any applicant may chose to submit GRE scores if they believe their application does not adequately reflect their potential to succeed in a doctoral program

### COURSE REQUIREMENTS

#### POST-MASTERS' DOCTOR OF NURSING PRACTICE: D.N.P.

#### IN THE SPECIFIC AREA OF CONCENTRATION

#### CREDITS

NUR 701	Health Literacy and Population Health Outcomes	3
NUR 702	Evidence Based Practice and IT in Health Care Delivery	4
NUR 703	Biostatistics for Advanced Nursing Leaders	2
NUR 711	Translational Capstone I (Identify project)	2
NUR 712	Translational Capstone II (Design/Pilot Project)	2
NUR 704	Community Based Care of the Aging Population	3
NUR 713	Translational Capstone III (Implementation/Evaluation)	3
NUR 705	Ethical Topics in Advanced Nursing Practice Seminar	3
NUR 709	Advanced Practice Role for Doctoral Nursing Leaders	3
<b>Total credits in area of concentration</b>		<b>25</b>

#### INTERDISCIPLINARY COURSE WORK REQUIRED FOR THIS MAJOR

HSA 653	Health Care Law: Legal and Ethical Issues	3
HSA 652	Health Care Economics and Policy Making	3
OR		
HSA 648	Introduction to Financial Management: Health Care Budgeting	
HSA 705	Leadership Through Communication	3
OR		
HSA 670	Health Care Consulting	
<b>Total credits Non-Major</b>		<b>9</b>

**TOTAL CREDITS** ..... **34\***

\* An individual assessment will be made of each applicant's transcripts to determine what additional courses or clinical hours may be needed to satisfy the DNP requirements.

## PHARMACY (PHARM.D.)

### DOCTORAL PROGRAM

The School of Pharmacy will prepare students to practice in an inter-professional patient-centered environment where pharmacists are responsible for assisting patients in managing their medication regimens. Graduates of the program will be taught to communicate effectively with patients and other health care practitioners, to solve problems related to drug therapy regimens, and to develop and evaluate programs to improve the health of the communities they serve.

The School of Pharmacy's mission emphasizes leadership and service to the community. Students practice leadership skills while working collaboratively with their colleagues and the faculty on problem sets, case analyses, and class and service projects. Through class exercises and practice experiences the new pharmacy program will teach students to care for patients and communities.

The curriculum involves 42 credit hours of Advanced Practice Pharmacy Experience (APPE) beyond the three professional years of didactic coursework. The APPE comprises seven six-week (six credit hour) rotations including a Health and Wellness Project, two elective rotations, an ambulatory care rotation, an advanced institutional pharmacy practice, an advanced community pharmacy practice, and an acute care pharmacy practice.

### SCHOOL OF PHARMACY MISSION STATEMENT

The D'Youville College School of Pharmacy is mission driven: It is dedicated to creating a continuously improving teaching and learning community for faculty, staff, and students and committed to educating tomorrow's pharmacy practitioner to work collaboratively to identify, manage, and resolve problems related to drug therapy. The School of Pharmacy is committed to the exploration and validation of ideas through research, critical inquiry, and scholarly activity. We believe that tomorrow's pharmacists must be committed to a lifetime of learning and service to their profession and communities, and to that end, we will strive to select a diverse group of students, faculty, and administrators who possess the intellectual ability and core values that contribute to our mission.

### VALUES AND GOALS

Our core values reflect our mission. We will create a teaching and learning culture which values:

- Excellence - We will strive to meet and exceed, through continuous improvement, the highest expectations for teaching, research, and practice.
- Lifelong Learning - We will encourage and support student-centered learning that prepares students with the requisite knowledge, skills, and attitudes for the provision of patient-centered care throughout their academic and professional careers.
- Cultural Diversity - We will strive to recognize and honor diverse values and beliefs, both spiritual and secular, in the delivery of culturally responsive care.

- Professionalism - We will encourage caring and respect for others, accountability to our stakeholders, responsibility for one's actions, and integrity and honesty. We will promote a practice model where decisions are made in accordance with legal, ethical, social, economic, and professional guidelines.
- Leadership - We will provide opportunities for students, staff, faculty, and other stakeholders to develop the attributes of leadership: personal accountability, valuing others, integrity, and self-awareness. We aspire to develop leaders who have the capacity to influence the thinking, understanding, and attitudes of others, and the ability and courage to identify and affect solutions.
- Social Responsibility - We will seek to develop a commitment to social responsibility among students, faculty, staff, and other stakeholders by contributing to the health and well-being of patients, the community, and at-risk populations through volunteerism and service.
- Critical Inquiry - We will endeavor to create a learning community that employs both quantitative and qualitative analysis to describe and solve problems; that interprets, evaluates, and uses information discerningly from a variety of perspectives; that tolerates ambiguity while understanding the complexity of many problems, issues, and topics; that transforms the results of inquiry into judgments and actions; and that critiques conclusions, taking into account alternative points of view, and understanding the implications of various courses of action.
- Collaboration - We will foster a spirit of teamwork and partnership that is founded on effective communication skills and respect for the contributions of others; we seek to create interdisciplinary, synergistic relationships characterized by inclusiveness and flexibility.

**NEW YORK STATE DEPARTMENT OF EDUCATION (NYSED)**

The D'Youville College School of Pharmacy is registered for professional purposes under Subchapter A of the Regulations of the Commissioner of Education (Chapter II of Title 8 of the Official Compilation of Codes, Rules and Regulations of the state of New York); enabling all eligible doctor of pharmacy students to receive financial aid.

**ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE)**

The D'Youville College School of Pharmacy was awarded candidate status from the Accreditation Council for Pharmacy Education (ACPE) at its June 22-24, 2011 board of directors meeting. Graduates of a class designated as having candidate status have the same rights and privileges of those graduates from a fully accredited program, generally including eligibility for licensure. For further information, contact:

ACPE • 135 LaSalle Street, Suite 4100 • Chicago, IL 60603-4810; 312.664.3575; FAX 312.664.4652; [www.acpe-accredit.org](http://www.acpe-accredit.org).

**APPLICATION REQUIREMENTS**

The School of Pharmacy participates in PharmCAS, the Pharmacy College Admission Service. Prospective applicants should complete the PharmCAS application by submitting the following information to PharmCAS:

1. Results of the Pharmacy College Admissions Test (PCAT, code 104)
2. Official transcripts from ALL colleges previously attended
3. Three letters of reference from academic professors, employers or supervisors, and faculty or health care advisors.
4. Non-US citizens, who have attended a foreign institute for their college coursework, must also take the TOEFL and TSE and have the results reported to PharmCAS
5. All foreign transcripts must be verified through World Education Services (WES), Educational Credential Evaluators (ECE), or Josef Silny & Associates
6. In addition to the PharmCAS application, all candidates are required to meet the following criteria:

- a) Students admitted into the professional program are required to complete a minimum of 65 credit hours that include the following:

<b>COURSE</b>	<b>CREDIT HOURS</b>	<b>DYC COURSE NUMBER</b>
Biology I with Lab .....	4	BIO101/101L
Biology II with Lab .....	4	BIO102/102L
Microbiology with Lab or Anatomy and Physiology with Lab .....	4	BIO208/208L
General Chemistry I with Lab .....	4	CHE101/101L
General Chemistry II with Lab .....	4	CHE102/102L
Organic Chemistry I with Lab .....	4	CHE219/219L
Organic Chemistry II with Lab .....	4	CHE202/202L
Physics I .....	4	PHY 101 or PHY111
Physics II .....	4	PHY 102 or PHY112
Calculus I .....	4	MAT125
Applied Statistics .....	3-4	MAT123
English Composition I .....	3	ENG111
English Composition II .....	3	ENG112
Public Speaking .....	3	SPE201
History .....	3	HIS203 or HIS204 or HIS111
Economics .....	3	ECO201 or ECO202
Social Sciences .....	3	PSY101 or SOC101
Humanities .....	3	PHI101 or PHI214 or PHI312

- b) The completion of all required science courses (biology, microbiology, anatomy and physiology, general chemistry, and organic chemistry) require a laboratory component.
- c) If general biology is not offered at your school, you may take botany or zoology and cell biology to satisfy the general biology requirement.
- d) All pre-professional science courses must be obtained from an accredited institution for a letter grade; Pass/Fail, online, distance learning, CLEP and advanced placement courses are not accepted.
- e) All prerequisite coursework must be completed with a grade of "C" (2.0/4.0) or better.
- f) Science and math courses should be current, completed no more than five years prior to enrollment.
- g) All prerequisite math and science courses must be equivalent in scope and rigor to those required for math, chemistry and biology majors at D'Youville College.
- h) All students are expected to be proficient in the use of computer operating systems, software applications for word processing, statistical analysis, database management, presentations, e-mail, and the use of online databases.

7. Selected applicants will be invited to campus for an interview. The interview process employs a series of multiple mini-interviews to assess non-cognitive skills important to rendering patient-centered care. The School of Pharmacy's core values (excellence, lifelong learning, cultural diversity, professionalism, leadership, social responsibility, critical inquiry and collaboration) are the domains evaluated by the mini-interviews

## POLICIES FOR PROMOTION AND RETENTION OF ALL STUDENTS

### A. Sequence for Completing Program

**Requirements** - In addition to the successful completion of coursework, including IPPEs and APPEs, all students must pass the New York state licensure examination before being allowed to practice in New York. This examination consists of the NAPLEX and two additional parts on law and laboratory skills. This program will be designed consistent with New York state licensure requirements and the professional standards and guidelines established by the ACPE.

**B. Academic Standing** - Each student is expected to maintain a cumulative quality point average (Q.P.A.) of 2.0 on a 4.0 scale. A student whose Q.P.A. falls below 2.0 at any time will be placed on academic probation for one semester. The academic performance committee will review the student's file at the end of the probation semester, and if the student's Q.P.A. exceeds 2.0, the student will be removed from probation. If a student does not achieve the 2.0 Q.P.A., the academic performance committee may either dismiss the student or extend the student's probationary period for one more semester. The committee may compel students to perform certain activities aimed at aiding their academic standing such as developing a career plan and seeking tutorial assistance through the Learning Center. Students may not accumulate more than two semesters of probation during the entire graduate program. If, after two terms of probation, the student's Q.P.A. is still below 2.0, then the academic performance committee may recommend dismissal from the program.

**C. Grades Below C** - Students who receive a grade lower than a C- or who fails an S/U course must repeat the course unless he or she has been dismissed. A course may be repeated one time only. In each case, the original grade will be replaced by the second grade earned, whether higher or lower. Students who receive grades of C- or lower twice for the same course may be dismissed from the program. Due to course prerequisites a student may not be able to advance in the program until a course has been satisfactorily repeated. In most cases, remediation will be offered during proceeding summer sessions. Students who receive a grade of U in either Introductory or Advanced Pharmacy Practice Experiences must remediate that experience at the times and discretion of the director of experiential education and the practice site. Students who remediate two or more practice experiences may be dismissed from the program. A student may only repeat two courses (including didactic and Introductory or Advanced Pharmacy Practice Experiences) in any given semester and a total of four during their academic career in the School of Pharmacy.

**D. Incomplete Grades** - Incomplete (I) grades are issued when the instructor is not prepared to give a final mark for the semester, either because of student illness or a justifiable delay in the completion of course requirements. Incomplete grades are not issued to students whose performance prior to illness was deficient or who were unable to keep up with the course requirements. A failing grade (F) will be issued if the work is not completed before the end of the eighth week of the semester following an incomplete grade. With approval from the cooperating faculty member and the assistant dean of faculty and student affairs, one eight week extension may be granted. In order to complete the requirements for all IPPE and APPE rotations, students must submit assessment forms. Those who fail to submit assessment forms will receive an incomplete grade and their progress to the next rotation may be delayed until the documentation is submitted. If a student fails to pass his or her assigned rotations in the experiential program, the student's performance

will be evaluated by the director of experiential education. A student who is currently taking coursework, is carrying an incomplete grade from any previous doctoral coursework, and who has a grade of C- or below submitted to replace any incomplete grade, will be placed on academic probation for the current semester of enrollment.

**E. Course Withdrawal** - A student may withdraw from a course(s) only after permission has been obtained from the course instructor or coordinator and a withdrawal request is processed through the office of the dean in accordance with the time period specified by D'Youville College. A withdrawal may only be granted if the student has a passing grade, and is requesting it for non-academic reasons. Withdrawal from a course(s) will not be approved solely on the basis of poor performance in the course(s), nor may a student continue to attend classes once a withdrawal has been granted.

**F. Academic Resignation** - A student may resign from the program at any time prior to two weeks before the beginning of the final examinations for the term. Students who wish to resign must officially communicate this in writing to the assistant dean of faculty and student affairs. Resignation constitutes withdrawal from all courses being taken. A student who has resigned from the program must petition the admission committee for readmission.

**G. Leave of Absence** - A student who wishes to interrupt his/her 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, students must complete a request form and submit the form to the assistant dean of faculty and student affairs. 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. 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 School of Pharmacy.

- H. **Appeal Process** - A student may appeal the academic performance committee's dismissal decision by writing a letter to the assistant dean of faculty and student affairs describing any extenuating circumstances that limited academic performance. If the appeal is accepted by the committee, the student may be reinstated but must satisfy all of the conditions outlined in the decision. If the student's appeal is denied, the student may appeal that decision within ten days to the dean of the School of Pharmacy.
- I. **Regulations for Readmitted Students** - A readmitted student must maintain a cumulative Q.P.A. of 2.0 or greater and make satisfactory scholastic progress for all remaining terms in order to continue in the program. A readmitted student will be evaluated at the end of each semester and failure to meet requirements for continuing in the program will result in permanent dismissal.

#### TRANSFERRING CREDITS

Due to the highly integrated nature of the didactic and experiential components of the curriculum, the School of Pharmacy will consider requests for transfer of credits only on an individual basis. Credits accepted for transfer must have been awarded from an ACPE accredited school of pharmacy. Only credits recorded on an official transcript of the issuing institution will be considered for transfer. Credits accepted for transfer must be determined to be substantially equivalent to courses offered by the D'Youville College School of Pharmacy in their content and quality. Students must submit a letter from their previous school of pharmacy attesting to their "good standing" at that institution. Credits accepted for transfer must have been awarded within three years of the date of admission. The School of Pharmacy may, at its option, accept older credits if the entering student holds an earned doctorate in the pharmaceutical sciences.

#### SEQUENCE FOR COMPLETING PROGRAM REQUIREMENTS

In addition to the successful completion of coursework, including IPPEs and APPEs, all students must pass the New York state licensure examination before being allowed to practice in New York. This examination consists of the NAPLEX and two additional parts on law and laboratory skills. This program will be designed consistent with New York state licensure requirements and the professional standards and guidelines established by the ACPE.

#### DISCLAIMER

Due to the continuing development of policies and curriculum for the School of Pharmacy at the printing of this catalog; the School of Pharmacy reserves the right to change and enforce said policies and curriculum post publication of this catalog. Students should contact the assistant dean of faculty and student affairs for the most up to date information concerning the program and its policies.

<b>FIRST PROFESSIONAL YEAR: Fall Semester</b>		<b>CREDITS</b>
PMD 601	Biochemical Principles I . . . . .	3
PMD 603	Anatomy/ Physiology/Pathophysiology I . . . . .	4
PMD 605	Principles of Drug Action I . . . . .	4
PMD 607	Profession of Pharmacy and Health Care Systems . . . . .	2
PMD 611	Introduction to Collaborative Learning . . . . .	2
PMD 613	Patient Assessment I Lab . . . . .	1
PMD 615	IPPE I A or B . . . . .	2
<b>TOTAL . . . . .</b>		<b>16+2</b>
<b>Spring Semester</b>		
PMD 604	Anatomy/Physiology/Pathophysiology II . . . . .	4
PMD 606	Principles of Drug Action II . . . . .	5
PMD 610	Health Communications, Diversity and Bioethics . . . . .	2
PMD 612	Collaborative Learning Practicum II . . . . .	1
PMD 614	Patient Assessment II Lab . . . . .	1
PMD 616	IPPE I A or B . . . . .	2
PMD 707	Self Care . . . . .	3
<b>TOTAL . . . . .</b>		<b>16+2</b>
<b>SECOND PROFESSIONAL YEAR: Fall Semester</b>		
PMD 701	Principles of Drug Action III . . . . .	2
PMD 703	Pharmacotherapeutics I: Renal and Urologic Disorders and Fluids and Electrolytes . . . . .	4
PMD 705	Pharmacotherapeutics II: Cardiovascular and Pulmonary Disorders . . . . .	4
PMD 602	Pharmacognomics . . . . .	3
PMD 709	Integrated Compounding and Practice . . . . .	3
PMD 711	Collaborative Learning Practicum III . . . . .	1
PMD 715	2 of IPPE IIA-D . . . . .	2
<b>TOTAL . . . . .</b>		<b>17+2</b>
<b>Spring Semester</b>		
PMD 702	Medical Microbiology and Immunology . . . . .	3
PMD 704	Pharmacotherapeutics III: Neurologic, Psychiatric, Sensory Disorders and Anesthetics . . . . .	4
PMD 706	Pharmacotherapeutics IV: Endocrinologic and Gynecologic Disorders . . . . .	4
PMD 708	Biostatistics and Literature Evaluation . . . . .	2
PMD 710	Pharmacy Management . . . . .	2
PMD 712	Collaborative Learning Practicum IV . . . . .	2
PMD 716	2 of IPPE IIA-D . . . . .	2
<b>TOTAL . . . . .</b>		<b>19</b>

**THIRD PROFESSIONAL YEAR: Fall Semester**

PMD 8XX	Elective .....	3
PMD 803	Pharmacotherapeutics V: Gastrointestinal, Nutrition, and Skin, Bone and Joint Disorders .....	4
PMD 805	Pharmacotherapeutics VI: Infectious Disease .....	4
PMD 801	U.S. and NYS Pharmacy Law .....	2
PMD 811	Collaborative Learning Practicum V .....	1
PMD 813	Seminar and Journal Club I .....	1
PMD 815	2 of IPPE IIIA-D .....	2
<b>TOTAL .....</b>		<b>15+2</b>

**Spring Semester**

PMD 8XX	Elective .....	3
PMD 804	Pharmacotherapeutics VII: Pain Management, Substance Abuse, Toxicology and Special Populations .....	4
PMD 808	Pharmacotherapeutics VIII: Oncologic, Hematologic and Immunologic Disorders .....	2
PMD 810	Population Based Health Care .....	2
PMD 812	Collaborative Learning Practicum VI .....	1
PMD 814	Seminar and Journal Club II .....	1
PMD 816	2 of IPPE IIIA-D .....	2
<b>TOTAL .....</b>		<b>15+2</b>

**FOURTH PROFESSIONAL YEAR: Summer, Fall, and Spring Semesters**

**Advanced pharmacy practice experience will consist of seven 6-week rotations. Each rotation is worth 6-credit hours and requires 240 clock hours each.**

1. PMD 902	Health and Wellness Project	
2. PMD 904	Ambulatory Care Rotation	
3. PMD 906	Advanced Institutional Pharmacy Practice	
4. PMD 908	Advanced Community Pharmacy Practice	
5. PMD 910	Acute Care	
6. PMD 912	Elective Rotation	
7. PMD 914	Elective Rotation	
<b>TOTAL .....</b>		<b>42</b>

\*\*Electives include, but are not limited to, Long Term Care, Nuclear, Home Infusion, Geriatrics, Pediatrics, Managed Care, Oncology, and Psychiatry.



**DOCTORAL PROGRAM**

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 physical therapy department. The graduate professional program is also offered as part of a sequential-degree program to D'Youville College undergraduate students, where students can choose a pathway through the departments of health services, biology in math and natural sciences or exercise and sports studies. The three-year graduate D.P.T. program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association, [Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: www.captionline.org] 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 summer semester of the first year of graduate study and runs through nine consecutive semesters to typically be completed by May 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 coursework, 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 coursework 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

**PHYSICAL THERAPY (D.P.T.)**

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 D'Youville's entry-level program, the 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 coursework 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 minimum prerequisite G.P.A. of 3.0:  
Prerequisite courses equivalent to the following D'Youville College courses:

**Math and Natural Sciences**

- Human Anatomy and Physiology I & II with labs
- Chemistry for the Health Sciences I
- Chemistry for the Health Sciences II
- Chemistry for the Health Sciences Laboratory
- Introduction to Physics I and II with labs
- Introduction to Applied Statistics

**Social and Behavioral Sciences**

- Principles of Sociology or Social Problems
- General Psychology
- Developmental Psychology
- 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. Students must achieve a minimum score of 500 written or 173 computer-based on the TOEFL.
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. Students must achieve a minimum score of 500 written or 173 computer-based on the TOEFL.

#### **GRADUATE APPLICATION PROCESS**

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 summer 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 website at [www.dyc.edu](http://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-D.P.T. 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 AND PROFESSIONAL REGULATIONS FOR THE D.P.T. PROGRAM**

In addition to the general academic regulations, all matriculating students in the graduate D.P.T. 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 program, which are applicable to both full-time and part-time students, include the following:

- a) A minimum grade of C is required for all courses. Students who do not earn a C in a required course will not be permitted to enroll in any courses with a PT prefix until the course grade of C is remediated. A course must be repeated with permission

of the program faculty the next time it is offered. A course may only be repeated once.

- b) Students may earn only two (2) grades of C, C+ or B- for graduate-level courses. Students who achieve a third grade below a B will be placed on academic probation and be required to submit a revised curricular plan to the PT student progress committee for retaking at least one of the courses in which a grade below a B was earned.
- c) Students who earn more than three courses below a B will be dismissed from the program.
- d) A minimum cumulative G.P.A. of 3.0 must be maintained throughout the program. Any student who fails to earn a G.P.A. of 3.0 will immediately be placed on probation.
- e) 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.
- f) 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.
- g) Students must successfully pass a comprehensive examination within the deadline established by the program in order to be cleared for graduation from the PT program. The exam may be repeated one time. A second unsuccessful attempt on the comprehensive examination will result in the student petitioning the PT student progress committee for permission to make a third attempt.
- h) 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.

**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 two full-time semesters or its equivalent, which immediately follow the date of probation. Academic deficiencies, which resulted in program academic probation must be corrected within the two semesters immediately following the date of probation. Failure to meet the academic standards during a probationary period will result in dismissal from the program.

**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 of the progress committee 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**

<b>In the specific area of concentration:</b>		<b>Credits</b>
BIO 639	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	Exercise Physiology .....	2
PT 506L	Exercise Physiology Lab .....	1
PT 509	Life Span Development .....	2
PT 509L	Life Span Development Lab .....	1
PT 510	Basic Skills II .....	2
PT 510L	Basic Skills II/Lab .....	1
PT 512	Functional Anatomy .....	1
PT 512L	Functional Anatomy 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 514	Integumentary Examination and Intervention for Physical Therapists .....	2
PT 515	Professional Development I .....	1
PT 518	Biomechanics and Functional Kinesiology for the Physical Therapist .....	2
PT 518L	Biomechanics and Functional Kinesiology for the Physical Therapist Lab .....	1
PT 547	Pharmacology for Rehabilitation Specialists .....	1
PT 550/ 550L	Clinical Neuroscience .....	5
PT 552/ 552L/552S	Patient/Client Management in Cardiopulmonary Physical Therapy	
	Lecture .....	2
	Lab/Seminar .....	1
PT 574	Clinical Fieldwork I .....	3
PT 602	Neurodevelopmental Physical Therapy in Pediatrics .....	2
PT 602L	Neurodevelopmental Physical Therapy in Pediatrics Lab .....	1
PT 603/603S	Critical Thinking and Critical Reasoning .....	3
PT 604	Clinical Orientation Seminar III .....	0
PT 606	Neuromuscular Assessment and Intervention in the Adult Population .....	2
PT 606L	Neuromuscular Assessment and Intervention in the Adult Population Lab .....	1
PT 613	Patient/Client Management in Orthopedic Physical Therapy II .....	3
PT 613L	Patient/Client Management in Orthopedic Physical Therapy II Lab .....	2
PT 614	Health and Wellness Promotion in Physical Therapy .....	3
PT 615	Professional Development II .....	1
PT 618	Patient/Client Management in Rehabilitation Physical Therapy .....	3
PT 618L	Patient/Client Management in Rehabilitation Physical Therapy Lab .....	2
PT 623	Integration Seminar I .....	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 II .....	2
PT 725	Clinical Fieldwork IV .....	5
PT 799	NPTE Exam Preparation .....	0
HSA 613	Management in Health Care Organizations .....	3
Graduate	Elective, Practicum or Directed Study .....	4
	<b>SUBTOTAL .....</b>	<b>99</b>

**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
	<b>SUBTOTAL .....</b>	<b>9</b>

**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
	<b>SUBTOTAL .....</b>	<b>12</b>
	<b>TOTAL REQUIRED FOR D.P.T.....</b>	<b>108-111</b>

**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 648X	Differential Diagnosis.....	3
PT 703	Client Education, Advocacy and Consultation.....	3
PT 710	Integration Seminar II.....	2
PT 720	Clinical Fieldwork IV.....	6
PT 704	Professional/Clinical Instruction.....	0
	Graduate Elective.....	4
	<b>TOTAL REQUIRED FOR T-D.P.T.....</b>	<b>22</b>

## COURSES OF INSTRUCTION MASTERS PROGRAMS

### MASTER OF BUSINESS ADMINISTRATION PROGRAM

The MBA program consists of 45 graduate credits offered on Saturdays and online. The MBA program complements the strong group of accounting, management, and international business programs currently offered at the undergraduate and graduate levels. The format of courses allows three credits to be completed over five consecutive weeks.

The professional and educational objectives of the program are the following: 1) to build on the students' undergraduate work by enhancing their knowledge and understanding of business functions through practice, application and professional development for careers as corporate managers as well as administrators and coordinators at government agencies and non-profit organizations; 2) to move beyond cognitive knowledge toward in-depth analysis and practice in management and related disciplines; 3) to specialize in functional and operational areas of management through concentrations in marketing and human resources management.

Admission to D'Youville College MBA program is competitive. The selection process attempts to identify qualified applicants who will benefit most from the wide variety of academic and extracurricular programs the college offers.

1. D'Youville College maintains a "rolling admissions" policy whereby applications are processed continually throughout the year. Decisions under rolling admissions are normally mailed within three weeks after the MBA office receives and recognizes all necessary forms, test scores and transcripts.
2. Acceptance is conditional until all required documents and final semester/year grades have been submitted and approved.
3. A non-refundable reservation deposit of \$100 must be paid in U.S. funds by the required deadline and/or time indicated on the acceptance letter or acceptance may be withdrawn and

### BUSINESS ADMINISTRATION (MBA)

offered to another qualified candidate. This deposit will be applied to the first semester's tuition.

4. The student will provide documentation or records of immunization as required by New York state law prior to registration. The college reserves the right to refuse a student admission to classes for failure to comply with this policy.

#### ADMISSIONS REQUIREMENTS

Admission requirements for applicants entering as graduate students in the MBA programs are as follows:

1. Bachelor's degree in business from an accredited college or university\*
2. A minimum of 3.0 G.P.A. (4.0 system) at the undergraduate level
3. Two plus years of full-time employment experience in professional, corporate or business environment\*\*
4. Official GMAT test score report.
5. Personal statement of purpose outlining applicant's professional goals and objectives
6. Three letters of recommendation from employers, professional supervisors/colleagues, or previous professors
7. A minimum TOEFL score of 500 for international students from non-English speaking countries

\*Note: Other majors are welcome to apply.

\*\*Note: Current full-time students will also be considered for acceptance.

The MBA academic program director will conduct an individual review for discretionary admissions of applicants who do not meet one or more of the above requirements.

#### APPLICANT PROCESS

The applicant is asked to return the application and ALL relevant documents to: D'Youville College, MBA Program Office, 320 Porter Ave, Buffalo, NY 14201. Telephone: 716.829.8090 or 1.800.777-3921, Facsimile: 716.829.7660, website: www.dyc.edu or e-mail: advanceprogram@dyc.edu.

In order for an applicant to be considered for acceptance into the MBA program, the following must be presented:

1. Submit a completed application form with a \$50 non-refundable application fee (U.S. funds).
2. Attach a one-page statement of intent letter (should be approximately 500 words) addressing your professional goals and objectives for the intended program. The statement should include reference to past work related to the intended field of study and subsequent career objectives.
3. Forward official academic transcripts for all colleges and universities previously attended at both the undergraduate and graduate levels to the MBA office. (Canadian/international students must also submit a copy of their high school transcript.)
4. Submit three letters of recommendation: the recommendations should be submitted directly to the D'Youville College MBA office by the recommender. These letters may be from employers, supervisors or other persons familiar with your professional intellectual abilities.
5. Submit a current resume to the MBA office.
6. International/foreign students (other than Canadian) whose native language is not English must submit TOEFL (Test of English as a Foreign Language) scores. The program requires a minimum TOEFL score of 500 for international students.
7. Complete a personal admissions interview (recommended for all applicants).

**ACADEMIC REGULATIONS**

In addition to the general academic regulations, all full-time and part-time students must meet the academic regulations listed below:

1. A student must maintain a minimum semester/summer and cumulative average of at least 3.0.
2. Any student who fails to achieve a minimum semester/summer or cumulative 3.0 G.P.A. at the completion of the term (i.e., semester or summer), will automatically be placed on academic probation for one semester and be subject to regulations and penalties provided in the college catalog. A second semester resulting in a term or cumulative G.P.A. below 3.0 will result in dismissal from the program.
3. Students who fail to achieve a minimum grade of B for a course (500- or 600-level courses) will not be permitted to enroll for the subsequent term sequence courses until the course with a grade lower than B has been successfully repeated. If space is available, the course must be repeated the next time it is offered.
4. Any student who fails to obtain a B in a repeated course will be academically dismissed from the program.
5. Students may transfer in a maximum of three applicable master's-level business courses toward the completion of the MBA degree. Transferable courses must be a minimum grade of B. These courses will be counted as MBA electives.

**COURSE REQUIREMENTS (All courses are three academic credits.)**

<b>REQUIRED COURSES:</b>	<b>CREDITS</b>
<b>MOD 1-4</b> Foundation Courses .....	12
<b>MOD 5-10</b> Intermediate Courses.....	18
<b>MOD 11-14</b> Elective Courses.....	12
<b>MOD 15</b> Capstone .....	3
<b>TOTAL</b> .....	<b>45</b>

**Course Sequence**

<b>Module 1</b>	MBA 604 Human Resources Management
<b>Module 2</b>	MBA 501 Business Math and Statistics
<b>Module 3</b>	MBA 603 Financial & Management Accounting
<b>Module 4</b>	MBA 602 Theories of Economics
<b>Module 5</b>	MBA 611 Organizational Leadership
<b>Module 6</b>	MBA 612 Legal Environment in Business
<b>Module 7</b>	MBA 615 Marketing Management
<b>Module 8</b>	MBA 616 Corporate Finance
<b>Module 9</b>	MBA 623 Special Topics in Business Management
<b>Module 10</b>	MBA 624 Global Supply Chain and Logistics Management

**MBA Concentration Courses (Four electives to determine HRM or marketing concentrations)**

<b>Module 11</b>	MBA Elective 1
<b>Module 12</b>	MBA Elective 2
<b>Module 13</b>	MBA Elective 3
<b>Module 14</b>	MBA Elective 4
<b>Module 15</b>	MBA 655 Strategic Management, Theory and Practice

**Students can select specific concentration by selecting all four electives from one area or they can select any four electives from the following list to earn a general MBA:**

- MKT 631 Consumer Behavior
- MKT 632 Market Research and Development
- MKT 633 Market Promotion and Distribution
- MKT 634 International Marketing
- HRM 635 Employee Recruitment, Selection, Training and Development
- HRM 636 Employee Benefits, Pension, and Compensation
- HRM 637 Multinational HRM Management
- HRM 638 Health, Safety and Labor Relations

**MASTER'S DEGREE IN EDUCATION**

All programs in the School of Education are accredited by the Regents Accreditation of Teacher Education. Programs are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, New York state learning standards, and comply with all NYS regulations for teacher certification. School of Education programs include:

- Childhood Education: Intended for candidates who wish to teach students grades 1 through 6, in multiple subject classrooms.
- Adolescence Education: Intended for candidates who wish to teach students in grades 7 through 12 in single subject classrooms. Single subject teachable areas in adolescence education include: biology, chemistry, earth science, English, French, Latin, mathematics, physics, social studies and Spanish.
- Special Education: Intended for candidates who wish to be Teachers of Students with Disabilities (TSWD) in either childhood or adolescence education. Dual certification available.
- Teaching English to Speakers of Other Languages (TESOL): Intended for candidates who wish to teach English language learners in grades pre-K through 12.

**ADMISSION REQUIREMENTS**

In addition to the general admissions requirements, applicants for M.S. degrees in childhood education, adolescence education, special education or TESOL must have completed liberal arts coursework required by the New York State Education Department for certification and have a bachelor's degree consisting of 120 undergraduate credits. In addition to a general education core requirement, students must have 30 credit-hours in a content core with a minimum of three credit-hours from each of the following areas: English, social studies, mathematics, natural sciences, and foreign language. A grade of "C" (or equivalent) or higher is required.

Students applying for certification in TESOL are required to have at least 12 credit-hours of college-level study (or an ACTFL or CLEP exam) in a language other than English. Computer languages are not acceptable. The TESOL program leads to the M.S. Ed. degree.

**EDUCATION (M.S./M.S.ED.)**

Adolescence education students must have a 30-credit concentration in the certification area towards a content core, at least three credit-hours of study in a foreign language and coursework towards a general education core requirement. A grade of "C" (or equivalent) or higher is required.

Special education (adolescence) students must have a content core with a minimum of six credit-hours from each of the following subject areas: English, social studies, mathematics, and natural sciences. This content core must include two 300-level courses in one subject area or one 300-level course in two subject areas. Students must also have three credits of foreign language. Eighteen credits in one subject qualifies for an optional subject-extension certificate. Thirty credits in a subject qualifies for an additional teacher certification in the subject. A grade of "C" (or equivalent) or higher is required.

**TRANSFER CREDIT POLICY**

U.S. 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. Ontario students must complete all courses in the graduate program in which they are enrolled.

**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 programs in 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**

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

1. Matriculating students in graduate education programs must complete all credit-hours required for their program. In order to be recommended for graduation and/or for teacher certification in NYS, all candidates must complete either a thesis or must take and pass a comprehensive examination at the completion of coursework and prior to the student teaching practicum. Candidates must also complete a capstone course concurrently with student teaching. Candidates who wish to choose the thesis option should refer to the graduate catalog and to the thesis handbook.
2. A student whose cumulative G.P.A. is less than 3.0 for any term is placed on probation the following term. If the cumulative G.P.A. is not 3.0 or better the following the term on probation, the student will be dismissed from the program. Graduate policies state that students who are dismissed from a graduate program may not be readmitted to the same program. (A student must have a cumulative G.P.A. of 3.0 or better to graduate.)
3. A candidate whose cumulative G.P.A. shows two or more courses with grades below a C in any term will automatically be dismissed from the program (without opportunity to retake either course).
4. For candidates in the adolescence education program or the special education/adolescence program, a grade of B or better is required for EDU 631 Secondary Content Methods. Candidates with grades below a B (B-, C+, etc.) will have to repeat this course. The course may be repeated only once and must be taken at D'Youville.
5. As required by the New York State Education Department, all education candidates are required to spend 100 hours in classroom field experiences prior to engaging in student teaching. Candidates for two certifications complete 150 hours of

field experiences. The 100/150 hours of field experience are part of the course requirements for courses within each program.

6. Candidates must complete all DYC coursework in their program, have a cumulative G.P.A. of 3.0 or higher, and be considered in good standing before being eligible to take comprehensive examinations.
7. Candidates who have more than six credits below a B (B-, C+, etc.) must retake one or more of these courses. The director of the program in which the candidate is registered will determine which courses must be retaken.
8. A grade below C (C-, D+, etc.) is considered failing in any graduate program in education.
9. A required course can be repeated only once and must be repeated at D'Youville. If the course is failed a second time, permission will not be given to take it a third time.
10. Candidates who have completed all coursework have four terms in which to take and pass the comprehensive examinations or thesis option (fall and spring semesters only are counted). A candidate cannot be recommended for graduation and/or for teacher certification until the student has passed the comprehensive examinations.

### 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 number of credits required for the student teaching practicum varies by program. Refer to "Course Sequences for Full-time Students" to review

requirements for individual programs. A one-credit student teaching seminar is required for all students registered in the student teaching practicum.

### 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, including the SAVE seminar and the Identification and Prevention of Child Abuse seminar. Students must also take and pass the comprehensive examinations and otherwise be in good standing in their program. Students who are carrying more than six credits of coursework 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.

### 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 or certification director 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 website. Read the application, profile and envelope directions. Items incorrectly completed will be returned. This will delay the 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, stamped, unsealed envelopes must accompany the application, which must be given to the director of field experiences by the required date.

4. Students are required to be in compliance with health regulations prior to being permitted to participate in any field experiences.
5. As part of their application package, students must submit proof of having successfully completed the SAVE seminar and the Identification and Prevention of Child Abuse seminar.
6. In order to be eligible for student teaching, the student must have taken and passed the comprehensive examinations and otherwise be in good standing in the program.

### 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. A directed study will not be given if the course is offered during the semester in which the student needs the course to complete program requirements. 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.



### 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 on D'Youville grounds or while participating in any field experiences may result in referral to the student's program director. Depending upon the frequency and/or severity of the behavior, this referral may result in failure of the course or dismissal from the program, or both. The college may take appropriate action if a student's campus or 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.

### COMPREHENSIVE EXAMINATION OR THESIS REQUIREMENT

Graduate education students may choose to complete either a comprehensive examination or a thesis in order to complete the research component of the degree program. Students must complete all education courses in the areas of concentration, including making up any academic deficiencies before taking the comprehensive examinations. A student who completes a thesis may take GRA 600, 601, 602 (if needed), and 610, and must 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. IN CHILDHOOD EDUCATION (GRADE 1 TO GRADE 6)

	CREDITS
EDU 620 Foundations of Learning Theory .....	3
EDU 621 Elementary School General Strategies .....	3
EDU 622 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 651 Multiculturalism and Cultural Diversity .....	3
EDU 652 Curriculum Planning in Education .....	3
EDU 656 Philosophical and Social Foundations of Education .....	3
EDU 681 Student Teaching Seminar .....	1
EDU 682 Practicum in Student Teaching .....	5
EDU 683 Advanced Observations in Childhood Education .....	0
EDU 698 Comprehensive Examination .....	0
<b>TOTAL REQUIRED FOR M.S. IN CHILDHOOD EDUCATION. ....</b>	<b>36</b>

#### EDUCATION DEGREE: M.S. IN ADOLESCENCE EDUCATION (GRADE 7 TO GRADE 12)

	CREDITS
EDU 613 Methods of Content Area Literacy .....	3
EDU 620 Foundations of Learning Theory .....	3
EDU 622 Needs of Exceptional Learners .....	3
EDU 631 Secondary School Content Methods .....	3
EDU 637 Adolescent Literacy .....	3
EDU 651 Multiculturalism and Cultural Diversity .....	3
EDU 652 Curriculum Planning in Education .....	3
EDU 656 Philosophical and Social Foundations of Education .....	3
EDU 691 Student Teaching Seminar .....	1
EDU 692 Practicum in Student Teaching .....	5
EDU 693 Advanced Observations in Adolescence Education .....	0
EDU 697 Comprehensive Examination .....	0
<b>TOTAL REQUIRED FOR M.S. IN ADOLESCENCE EDUCATION</b>	<b>30</b>

#### EDUCATION DEGREE: M.S. IN SPECIAL EDUCATION (CHILDHOOD)

	CREDITS
EDU 624 Foundations of Teaching Reading and Literacy .....	3
EDU 627 Diagnostic and Corrective Reading .....	3
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
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 Perspectives in the Education of Individuals with Severe/Profound Disabilities .....	3
SED 649 Curriculum Planning in Special Education .....	3
SED 661 Student Teaching Seminar .....	1
SED 662 Practicum in Student Teaching .....	5
SED 663 Advanced Observations in Childhood Special Education .....	0
SED 699 Comprehensive Examination .....	0
<b>TOTAL REQUIRED FOR M.S. IN SPECIAL EDUCATION (CHILDHOOD). ....</b>	<b>39</b>

**EDUCATION DEGREE: M.S. IN SPECIAL EDUCATION (ADOLESCENCE)**

	<b>CREDITS</b>
EDU 613 Methods of Content Area Literacy .....	3
EDU 630 Secondary School Teaching Strategies .....	3
*EDU 631 Secondary School Content Methods .....	3
EDU 637 Adolescent Literacy .....	3
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
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 Perspectives in the Education of Individuals with Severe/Profound Disabilities .....	3
SED 649 Curriculum Planning for Special Education .....	3
SED 671 Student Teaching Seminar .....	1
SED 672 Practicum in Student Teaching .....	5
SED 673 Advanced Observations in Adolescence Special Education .....	0
SED 699 Comprehensive Exam .....	0
<b>TOTAL REQUIRED FOR M.S. IN SPECIAL EDUCATION (ADOLESCENCE) .....</b>	<b>42</b>

\*Elective course towards general subject teacher certification (also need 30 credits in subject).

**EDUCATION DEGREE: M.S. ED. TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

	<b>CREDITS</b>
EDU 622 Needs of Exceptional Learners .....	3
TSL 652 Curriculum Planning in Education .....	3
TSL 654 Computer Assisted Language Learning (CALL) .....	3
TSL 658 Research in TESOL .....	3
TSL 660 Applied Linguistics and Grammar .....	3
TSL 662 Second Language Acquisition .....	3
TSL 663 TESOL Methods I .....	3
TSL 664 Sociolinguistics .....	3
TSL 667 TESOL Methods II .....	3
TSL 668 Practicum in Student Teaching .....	5
TSL 668X Student Teaching Seminar .....	1
TSL 669 Advanced Observations in TESOL .....	0
TSL 690 Comprehensive Examination .....	0
<b>TOTAL REQUIRED FOR M.S. ED. IN TESOL .....</b>	<b>33</b>

## HEALTH SERVICES ADMINISTRATION (M.S.)

### MASTER'S DEGREE

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 coursework 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.
3. Preference will be given to students who have experience in health care or management.

### 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 thesis advisement or electives may be recommended.
2. Successful completion (C or above) of a four hour undergraduate applied statistic course. If the student has not fulfilled this requirement, they may be admitted on the provision that they take MAT 123 at D'Youville within the first year of matriculation in the program. For students who successfully completed a three-hour undergraduate statistics course, a one-hour computer laboratory course, GRA 602, must be successfully completed (C or better) within the first year of matriculation in the program.

### 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 health care organizations.

### HEALTH SERVICES ADMINISTRATION DEGREE: M.S.

#### REQUIRED CORE COURSES

	<b>CREDITS</b>
HSA 615 Health Systems Organization and Management .....	3
HSA 616 Human Resource Management in Health Care Organizations .....	3
HSA 648 Financial Management in Health Care Organizations .....	3
HSA 649 Financial Analysis and Strategic Management of Health Care Organizations. ...	3
HSA 653 Legal and Ethical Issues in Health Care Organizations.....	3
HSA 669 Improving Performance of Health Systems .....	3
HSA 652 Health Care Economics and Public Policy Making .....	3
HSA 682 Epidemiology .....	3
<b>TOTAL .....</b>	<b>24</b>

#### 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 Nursing Home Administration	3
HSA 670 Health Services Consulting	3
HSA 679 Special Topics	3
<b>TOTAL .....</b>	<b>3</b>

#### REQUIRED RESEARCH COMPONENT:

HSA 600 Theory Development.....	3
HSA 608 Research Methodology and Design.....	3
HSA 610 Thesis Seminar .....	3
HSA 629 Thesis Advisement .....	3
<b>TOTAL .....</b>	<b>12</b>

#### PRACTICUM:

HSA 672 Practicum .....	3
<b>TOTAL REQUIRED FOR M.S. ....</b>	<b>42</b>

## INTERNATIONAL BUSINESS (M.S.)

### MASTER'S 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 and weekends 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 412 Management Strategy and 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 coursework 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.**

<b>IN THE AREA OF CONCENTRATION:</b>	<b>CREDITS</b>
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 608 Multinational Strategic Management .....	3
IB 610 Multinational Financial Reporting .....	3
<b>TOTAL .....</b>	<b>27</b>
<b>RESEARCH COMPONENT:</b>	
GRA 600 Theory Development .....	3
GRA 621 Applied Research Methods .....	3
GRA 622 Applied Research Project Seminar .....	3
<b>TOTAL .....</b>	<b>9</b>
<b>FIELDWORK:</b>	
IB 620 International Business Fieldwork .....	3-9
<b>TOTAL .....</b>	<b>3-9</b>
<b>TOTAL REQUIRED FOR M.S. ....</b>	<b>39-45</b>

## NURSING (M.S.)

### MASTER OF SCIENCE PROGRAMS IN NURSING

Programs offered in the School of Nursing include a master of science with a choice of clinical focus, clinical nurse specialist in community health nursing and family nurse practitioner. The master of science with choice of clinical focus is offered 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 advanced clinical track, education or management. The family nurse practitioner specializes in providing primary care across all population groups, with a focus on managing 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 CRITERIA FOR GRADUATE NURSING CHOICE OF FOCUS AND COMMUNITY HEALTH PROGRAMS

1. A baccalaureate degree in nursing from an approved or accredited school of nursing with a cumulative undergraduate G.P.A. of at least 3.0 on a scale of 4, or a 3.0 in nursing or upper division coursework.
2. An undergraduate course in applied statistics of at least four credits, with a grade of C or better. Alternatively, a 3-credit undergraduate statistics course with a one-credit statistics course (GRA 602) to be taken at D'Youville College.
3. An undergraduate course in computer science, or its equivalent, to demonstrate computer literacy.
4. An active unrestricted license to practice professional nursing in the

state of New York or in Ontario, Canada.

5. Evidence of current certification in cardiopulmonary resuscitation. Evidence of certification must be updated continually.
6. Two letters of reference that include comment on the applicant's clinical performance (preferably from a supervisor and colleague).
7. A written statement of approximately 500 words clearly articulating the applicant's goals for master's education.
8. At least one year of practice as a registered professional nurse is recommended.
9. Submission of required health and immunization records to the D'Youville College health office, and clearance by the health office, are required prior to registration for courses.
10. A personal interview will be conducted following admission, prior to registration for the first semester courses, to review student goals.

### 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 42-54 credit-hours (community health nursing) or 31-36 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. 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 604, NUR 605, NUR 606, NUR

607, or NUR 608). 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. Failure (grade less than a B) in either the classroom or laboratory component of related courses (e.g. NUR 630 I/ NUR 630 L I) requires that both the classroom and clinical component courses be repeated.

3. Students enrolled in the graduate nursing program are expected to exhibit professional behavior, demonstrating responsible and mature conduct in both the academic and clinical environments. Unprofessional conduct will not be tolerated. Regardless of previous grades earned, unprofessional conduct may result in failure in and/or dismissal from the course and/or program. Disciplinary action will be at the discretion of the course and/or the graduate nursing faculty.

**MASTER OF SCIENCE (CHOICE OF CLINICAL FOCUS)**

This program prepares nurses for a wide variety of advanced nursing 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 of Science with 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.**

<b>SUPPORTIVE COMPONENT:</b>		<b>CREDITS</b>
SOC 600	Epidemiology .....	3
PHI 600	Philosophical Methods .....	3
HSA 615	Health Systems Organization and Management .....	3
<b>TOTAL .....</b>		<b>9</b>

**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
<b>TOTAL .....</b>		<b>12</b>

**RESEARCH COMPONENT:**

GRA 600	Theory Development .....	3
GRA 601	Research Methodology and Design .....	3
<b>TOTAL .....</b>		<b>6</b>

**CHOOSE EITHER PROJECT OR THESIS OPTION:****Project Option Requirements:**

NUR 610	Project Seminar .....	3
NUR 629	Project Advisement .....	1-3
<b>SUBTOTAL .....</b>		<b>4-6</b>

**Thesis Option Requirements:\***

GRA 610	Thesis Seminar .....	3
GRA 629	Thesis Advisement .....	3-6
<b>SUBTOTAL .....</b>		<b>6-9</b>

**TOTAL CREDITS REQUIRED FOR M.S.:**

PROJECT OPTION .....	31-33
THESIS OPTION .....	33-36

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

**MASTER OF SCIENCE (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 (practicum required)\*
- Nursing education (teaching practicum required)\*
- Advanced Clinical Track

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

The minimum academic requirement for the masters of science (community health nursing) is 42 credit-hours (education) or 45 credit-hours (management track), plus additional credit-hours (if necessary) for the completion of either the thesis or project requirement.

Length of time to complete the program depends on whether the student chooses full-time study (9 to 12 credit-hours per semester) or part-time study. Course work can be completed in two years of full-time study.

**COURSE REQUIREMENTS****COMMUNITY HEALTH NURSING DEGREE: M.S.**

<b>SUPPORTIVE COMPONENT:</b>	<b>CREDITS</b>
SOC 600 Epidemiology .....	3
PHI 600 Philosophical Methods .....	3
<b>TOTAL .....</b>	<b>6</b>

**NURSING COMPONENT:**

NUR 604 Community Health Nursing – Optimum Health and Episodic Health Restoration .....	3
NUR 605 Community Health Nursing – Continuous Health Restoration .....	3
NUR 606 Clinical Practicum I .....	3
NUR 607 Clinical Practicum II .....	3
NUR 608 Clinical Practicum III .....	2
NUR 609 Professional Role Development .....	3
<b>TOTAL .....</b>	<b>17</b>

**FUNCTIONAL TRACKS (CHOOSE ONE OF THE THREE TRACKS)****ADVANCED CLINICAL TRACK (10 CREDITS)**

NUR 631 .....	3
NUR 631L .....	1
NUR 632 .....	3
NUR 633 .....	3
<b>SUBTOTAL .....</b>	<b>10</b>

**EDUCATION TRACK:**

GRA 606/NUR 616 Curriculum Development .....	3
GRA 607/NUR 617 Teaching Strategies .....	3
GRA 608/NUR 618 Teaching Practicum .....	3
<b>SUBTOTAL .....</b>	<b>9</b>

**MANAGEMENT TRACK:**

NUR 613 Nursing Leadership .....	3
NUR 614 Financial Management for Nurse Leaders .....	3
NUR 615 Nurse Leadership .....	3
<b>SUBTOTAL .....</b>	<b>9</b>

**RESEARCH COMPONENT:**

NUR 600 Nursing Theory Development .....	3
NUR 601 Nursing Research Methods .....	3
<b>TOTAL .....</b>	<b>6</b>

**Project Option Requirements:**

NUR 610 Project Seminar .....	3
NUR 629 Project Advisement .....	1-3
<b>SUBTOTAL .....</b>	<b>4-6</b>

**Thesis Option Requirements\*:**

GRA 610 Thesis Seminar .....	3
GRA 629 Thesis Advisement .....	3-6
<b>SUBTOTAL .....</b>	<b>6-9</b>

**TOTAL CREDITS REQUIRED FOR M.S.:**

<b>PROJECT OPTION .....</b>	<b>42-48</b>
<b>THESIS OPTION .....</b>	<b>47-54</b>

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



**MASTER OF SCIENCE (FAMILY NURSE PRACTITIONER)**

The family nurse practitioner specializes in providing care services across populations, focused on managing primary 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 9-12 credit-hours per semester. Part-time students generally register for less than nine credits per semester. Summer sessions are not counted as semesters.

Coursework can be completed in two years 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 on Thursdays and Fridays. Clinical preceptorships are scheduled as available during daytime and/or evening hours on days when classes are not in session.

Please refer to the general "Academic Policies and Procedures" 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 must present the following:

1. Official transcripts from all college/universities attended.
2. A baccalaureate degree in nursing from a program in a regionally accredited college or university
3. An overall G.P.A. of at least 3.0.
4. Active unrestricted licensure as a registered nurse in New York or in Ontario for Canadian students.
5. One year of practice as a registered nurse is recommended.
6. An undergraduate course in computer science or its equivalent.
7. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.
8. Two references on clinical performance (supervisor, professor, or colleague).

**ACADEMIC REGULATIONS**

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

1. Completion of 40 credit-hours (master of science) or 30 credit-hours (post-master's certificate) as required.
2. Students on academic probation may not take clinical courses and are limited to 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.
4. Nurse practitioner students are required to receive at least a B in courses that prepare them for clinical practice and each clinical practicum (NUR 631, NUR 631L, NUR 634, NUR 635, NUR 637, NUR 638, NUR 639, NUR 640S and NUR 640 CL). 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.
5. Student responsibilities: The nurse practitioner program is a demanding program in coursework, time, commitment and financial obligation. Due to these responsibilities for the program, students should seriously evaluate the impact that employment may have on their clinical performance and academic progress.

**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/S/CL 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.**

<b>CLINICAL COMPONENT:</b>	<b>CREDITS</b>
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
<b>TOTAL .....</b>	<b>24</b>
<b>RESEARCH COMPONENT:</b>	
NUR 600 Nursing Theory Development .....	3
NUR 601 Nursing Research Methods .....	3
<b>SUPPORTIVE COMPONENT:</b>	
NUR 632 Advanced Pharmacology .....	3
NUR 633 Advanced Physiology and Pathophysiology .....	3
<b>TOTAL .....</b>	<b>12</b>
<b>CHOOSE EITHER PROJECT OR THESIS OPTION:</b>	
<b>Project Option Requirements:</b>	
NUR 610 Project Seminar .....	3
NUR 629 Project Advisement .....	1-3
<b>SUBTOTAL .....</b>	<b>4-6</b>
<b>Thesis Option Requirements:</b>	
GRA 610 Thesis Seminar .....	3
GRA 629 Thesis Advisement .....	3-6
<b>SUBTOTAL .....</b>	<b>6-9</b>
<b>TOTAL REQUIRED FOR M.S.:</b> .....	<b>40-42</b>

## OCCUPATIONAL THERAPY (M.S. O.T.)

### MASTER'S 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, includes courses in occupational therapy theory and practice, six months of supervised fieldwork and research and may be completed within three academic years.

The program is designed to meet or exceed the revised 2006 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:

1. Two letters of reference: one personal (non-family member) and one academic/professional letter of reference.
2. Evidence of completion of a baccalaureate degree.

3. Evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages are based on a 4.0 system):
  - a. A cumulative undergraduate G.P.A. of at least 3.0
  - b. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the second half of undergraduate work
  - c. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.
4. Completion of the following prerequisite courses with a grade of C or better. Courses must be at least three credits and pass/fail grades are not accepted:
  - a. General or Developmental Psychology (must cover life span development)
  - b. Abnormal Psychology
  - c. Sociology or Social Anthropology
  - d. Applied Statistics
  - e. Human Anatomy and Physiology I and II with labs or 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 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 G.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 six credits 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 OT 629 will be dismissed from the program.

### PROBATION:

1. A student who is not in good standing in the department is placed on probation where he/she will remain until he/she meets the conditions of academic good standing for two full-time semesters (see grade and G.P.A. requirements).
2. A probationary student on a decelerated or part-time schedule must continue to meet all conditions for academic good standing while on the part-time schedule and will remain on probation until completion of two full-time semesters in the OT department (this includes full-time summer semesters).
3. A dismissed student who appeals dismissal and is reinstated will be on probation for the remainder of the program.
4. A previously dismissed student who reapplies and is reaccepted will be on probation for the remainder of the program.

**DISMISSAL**

1. While on probation, failure to meet the following conditions will result in dismissal from the program. A student on probation must, for all 500- and 600-level courses over the next two full-time semesters:
  - a. Receive no less than a "B" in all courses;
  - b. Achieve a semester average of at least 3.0;
  - c. Achieve a cumulative average of at least 3.0.
2. A student who is dismissed from the program for the first time has the option to appeal this dismissal. The student must write a letter to the chair of the department requesting an appeal based on student circumstances that affected academic standing.
3. A student who is dismissed from the program for the first time, and does not have a successful appeal, must wait one year before reapplying. He/she may also be required to meet individualized criteria outlined during the dismissal meeting (if applicable).
4. If a student is dismissed from the program a second time, he/she cannot appeal that dismissal nor reapply to the program.

**REQUIREMENTS FOR LEVEL III FIELDWORK**

Students must have the permission of the instructor before registering for Level II fieldwork courses (OT 640, OT 641). In order to obtain permission, students must demonstrate the ability to meet academic and professional standards of the program and participate in faculty interviews in the first and second years of study.

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) programs must complete all academic requirements within three (3) semesters 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, for the remaining steps in the procedure.]

**COURSE REQUIREMENTS****OCCUPATIONAL THERAPY DEGREE: M.S. OT****FOR THE MAJOR DEGREE:**

	<b>CREDITS</b>
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	3
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	2-3
<b>TOTAL</b>	<b>64-66</b>

**RESEARCH COMPONENTS:**

OT 602 Research Methods in Occupational Therapy	3
OT 610 Research Development	3
OT 629 Research Advisment	3
OT 630 Continued Research Advisment	1
<b>SUBTOTAL</b>	<b>9-10</b>
<b>TOTAL REQUIRED FOR M.S.:</b>	<b>73-75</b>

# COURSES OF INSTRUCTION

## ADVANCED 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 second 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.

## ADVANCED ORTHOPEDIC PHYSICAL THERAPY

### (OFFERED BY PHYSICAL THERAPY)

#### ADVANCED CERTIFICATE 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
<b>TOTAL .....</b>		<b>6</b>

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

##### CLINICALLY APPLIED PROGRAM ELECTIVES:

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
<b>SUBTOTAL .....</b>		<b>2-4</b>

##### PROGRAM RELATED ELECTIVES:

	Graduate level course in education .....	1-2
	Graduate level course in health care administration, management or human resources .....	1-2
<b>SUBTOTAL .....</b>		<b>0-2</b>

**TOTAL REQUIRED FOR CERTIFICATE IN ADVANCED ORTHOPEDIC PHYSICAL THERAPY..... 10**

## CLINICAL RESEARCH ASSOCIATE

**(OFFERED BY HEALTH SERVICES  
ADMINISTRATION)**

### **ADVANCED CERTIFICATE PROGRAM**

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

### **ADMISSION REQUIREMENTS**

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

### **COURSE REQUIREMENTS**

#### **CLINICAL RESEARCH ASSOCIATE CERTIFICATE**

#### **REQUIRED COURSES:**

	<b>CREDITS</b>
HSA 608 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
<b>TOTAL .....</b>	<b>15</b>

**TOTAL REQUIRED FOR CERTIFICATE IN CLINICAL RESEARCH ASSOCIATE . . . 15**

## FAMILY NURSE PRACTITIONER (POST-MASTER'S CERTIFICATE)

(OFFERED BY SCHOOL OF NURSING)

### COURSE REQUIREMENTS

#### ADVANCED CERTIFICATE PROGRAM

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

This program includes 700 hours of direct care of patients in primary care settings. Students learn under the supervision of expert nurse practitioners and physicians. Preceptorships include 200 hours in pediatrics, 200 hours in women's health and 300 hours in adult settings. The program can be completed in 12-24 months depending on previous coursework. Graduates will be eligible to take the certification exam as a family nurse practitioner.

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

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

#### ADMISSION REQUIREMENTS

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

1. Master of science degree in nursing
2. Active, unrestricted licensure as a registered nurse in New York state or Ontario if Canadian.
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 is recommended.

#### FAMILY NURSE PRACTITIONER (POST-MASTER'S CERTIFICATE)

##### REQUIRED COURSES:

CREDITS

##### Fall Semester Courses

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

##### Spring Semester Courses

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

##### Summer Semester Courses

NUR 640	Family NP Clinical Practicum in Adult Health .....	5
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#### TOTAL REQUIRED FOR POST-MASTER'S CERTIFICATE

**IN FAMILY NURSE PRACTITIONER ..... 30**

# HEALTH SERVICES ADMINISTRATION

**(OFFERED BY HEALTH SERVICES ADMINISTRATION)**

**COURSE REQUIREMENTS**

**ADVANCED CERTIFICATE 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.

**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 652	Health Care Economics and Public Policy Making .....	3
HSA 653	Legal and Ethical Issues in Health Care Organizations .....	3

**TOTAL REQUIRED FOR CERTIFICATE IN HEALTH SERVICES ADMINISTRATION . . . .15**



## IMPROVING PERFORMANCE

**(OFFERED BY HEALTH SERVICES  
ADMINISTRATION)**

### **ADVANCED CERTIFICATE 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:**

	<b>CREDITS</b>
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)

#### ADVANCED CERTIFICATE 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:

	<b>CREDITS</b>
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
HSA 668 Nursing Home Administration .....	3

**TOTAL REQUIRED FOR CERTIFICATE IN LONG-TERM CARE ADMINISTRATION . . . . . 18**

# MANUAL PHYSICAL THERAPY

## (OFFERED BY PHYSICAL THERAPY)

### ADVANCED CERTIFICATE 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
<b>TOTAL</b> .....	<b>6</b>

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

#### CLINICALLY APPLIED PROGRAM COURSES:

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
<b>SUBTOTAL</b> .....	<b>8-10</b>

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

#### PROGRAM-RELATED ELECTIVES:

Graduate level course in education .....	1-2
Graduate level course in health care administration, management or human resources .....	1-2
<b>SUBTOTAL</b> .....	<b>0-2</b>

#### CLINICAL RESIDENCY:

PT 660    Clinical Residency .....	2
<b>TOTAL</b> .....	<b>2</b>

#### COMPREHENSIVE EXAMINATION

**TOTAL REQUIRED FOR CERTIFICATE IN MANUAL PHYSICAL THERAPY . . . . . 18**

# NURSING AND HEALTH-RELATED PROFESSIONS EDUCATION

**(OFFERED BY SCHOOL OF NURSING)**

**COURSE REQUIREMENTS**

**ADVANCED CERTIFICATE 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.

**NURSING AND HEALTH-RELATED PROFESSIONS CERTIFICATE**

<b>REQUIRED COURSES:</b>	<b>CREDITS</b>
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**

The following combined programs are also offered at D'Youville College. Admissions requirements, academic regulations and curriculum information for these programs are found in the undergraduate catalog.

**DUAL DEGREE PROGRAMS**

- Dietetics (B.S./M.S.)
- International Business (B.S./M.S.)
- Physician Assistant (B.S./M.S.)

**TWO DEGREE PROGRAMS**

- Accounting (B.S.) and International Business (M.S.)
- Human Occupation (B.S.) and Occupational Therapy (M.S.)
- Interdisciplinary Studies (BA) and Education (M.S.)

**SEQUENTIAL DEGREE PROGRAMS**

- Biology (B.S.) and Doctor of Physical Therapy (D.P.T.)
- Exercise and Sports Studies (B.S.) and Doctor of Physical Therapy (D.P.T.)
- Health Services (B.S.) and Doctor of Physical Therapy (D.P.T.)

# 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  
 GRA . . . Graduate Core  
 HRM . . . Human Resource Management  
 HSA . . . Health Services Administration  
 IB . . . International Business  
 MBA . . . Masters of Business  
 Administration  
 MKT . . . Marketing  
 NUR . . . Nursing  
 OT . . . Occupational Therapy  
 PA . . . Physician Assistant  
 PHI . . . Philosophy  
 PSC . . . Political Science  
 PT . . . Physical Therapy  
 SED . . . Special Education  
 SOC . . . Sociology  
 TSL . . . TESOL (Teaching English to  
 Speakers of Other Languages)

## BIO 507L ANATOMY AND PHYSIOLOGY LAB I (1)

This course consists 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. *Prerequisites: graduate level standing*

## BIO 508L ANATOMY AND PHYSIOLOGY II LAB (1)

This course consists 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. *Prerequisites: graduate level standing*

## BIO 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. *Prerequisites: graduate level standing*

## BIO 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 consists of three lectures a week. *Prerequisite: BIO 660*

## BIO 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 consists of three lectures and three hours of laboratory per week. *Prerequisites: graduate level standing*

## BIO 610 IMMUNOLOGY (3)

Humans are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial. 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 the student 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. *Prerequisites: BIO 607*

## BIO 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. *Prerequisites: BIO 507L and BIO 508L*

## BIO 659 INTERMEDIATE PHYSIOLOGY I (3): FALL ONLY BIO 660 INTERMEDIATE PHYSIOLOGY II (3): SPRING ONLY

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. *Prerequisites for BIO 659: graduate level standing; Prerequisites for BIO 660: BIO 659*

**(Admission to the DRCHP program is a prerequisite for all CHR classes. Students enrolled in DRCHP2 or in any other program are not allowed in any CHR class.)**

**CHR 600 INTRODUCTION TO CHIROPRACTIC PHILOSOPHY, HISTORY, THEORY AND PRACTICE (3)**

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.

**CHR 600L INTRODUCTION TO CHIROPRACTIC LAB**

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.  
*Prerequisites: BIO 639*

**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. *Prerequisites: acceptance to the doctor of chiropractic program*

**CHR 612 DIET THERAPY (2)**

Designed for the non-dietetics major, this course examines nutrition and diet therapy, including nutrition assessment, the physiological and biochemical 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. *Prerequisites: acceptance to the doctor of chiropractic program*

**CHR 614 PHARMACOLOGY II (3)**

This course is a continuation of Pharmacology I. *Prerequisite: CHR 613*

**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. *Prerequisite: BIO 639, CHR 600L and CHR 640*

**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 (7)**

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. *Prerequisite: Permission of coordinator of clinical services and IRB approval of project*

**CHR 624 CLINICAL INTERNSHIP II (7)**

This course is a continuation of CHR 623, Clinical Internship I. *Prerequisite/co-requisite: CHR 623*

**CHR 625 CLINICAL EXTERNSHIP (7)**

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. *Prerequisite: CHR 624*

**CHR 626 PROJECT SEMINAR**

Seminar course focused on the discussion of current practice, education and theory research in the chiropractic profession. Review of what constitute an acceptable area of research; the chiropractic program's guidelines for developing a research proposal; DYC graduate office requirements for appointment of a research project committee and DYC policies and requirements for IRB submission, review and approval. *Prerequisites: GRA 601*

**CHR 627 PROJECT ADVISEMENT (1)**

This course provides faculty guidance in the implementation, evaluation and completion of an approved research project. The project must be completed according to the guidelines as printed in the D'Youville College Project Handbook. Student must register for their project director's section and for the number of credit hours required by the program.

**CHR 631 CHIROPRACTIC BIOMECHANICS (3)**

This course will introduce the student to basic biomechanics. This will include

the understanding of basic terminology associated with human movement in three planes. This course will also present an introduction to kinematics and kinetics as it pertains to human movement both normal and abnormal. Clinical case studies will be analyzed with specific attention placed on the most commonly treated chiropractic diagnoses as they relate to clinical practice. An analysis of upper and lower extremity joint mechanics will be introduced. Specific attention will be placed on spinal biomechanics both normal and abnormal.  
*Prerequisite: CHR 635 and CHR 600L*

**CHR 634 INTRODUCTION TO EPIDEMIOLOGY AND PUBLIC HEALTH (3)**

This course is focused on the discussion of different definitions and descriptions of what constitutes public health, the contributions and value of public health and the interface that exists between chiropractic practice and public health. The Wellness Model of Healthy People 2010 and levels of prevention are discussed along with examples as to how basic public health concepts should be incorporated into the development of a comprehensive chiropractic plan of care. Lectures cover such topics as the impact on public health by environmental factors, food and nutrition, infectious diseases, chronic diseases, physical fitness, musculoskeletal conditions, accidents and physical injuries, and tobacco, alcohol and drug abuse. Emphasis is placed on reviewing health care and public health literature and on integrating evidence-based research findings into clinical practice. The importance of incorporating health teaching and counseling related to disease prevention and health promotion into the chiropractic plan of care and on understanding public health as a personal responsibility is stressed. The need for more integration of chiropractic into the mainstream public health system is discussed.  
*Prerequisite: acceptance to the doctor of chiropractic program.*

**CHR 635 SPINAL ANATOMY (4)**

This course involves an in-depth study of the nervous system including: embryology, neuroanatomy, neurophysiology, and neuropharmacology. This course will include laboratory sections of the anatomy of the spine bones, muscles, and nerves by examining specimens.  
*Prerequisite: BIO 639*

**CHR 636 SPORTS INJURIES AND EMERGENCY CARE (3)**

This course shall prepare the health care practitioner to appropriately evaluate and

provide basic life saving skills for a variety of medical emergencies. Such medical emergencies can present themselves to a health care practitioner in a variety of settings including, but not limited to, one's clinical practice, a sporting event or during personal time. This course will prepare the health care practitioner to appropriately evaluate the safety of the scene of the emergency, clinically evaluate the injured patient's injuries, and treat/stabilize said injuries utilizing basic life savings and other clinical management techniques. Additionally, this course will relate the general training and goals of a medical team, as well as members of the emergency medical services team, to better prepare the health care practitioner to collaboratively engage with these individuals.  
*Prerequisite: BIO 639 and CHR 640*

**CHR 637 CHIROPRACTIC REHABILITATION (5)**

Students in this course learn the contemporary use of exercise for the rehabilitation and functional restoration of the musculoskeletal system. The course is taught in a case-based format, providing practical information for planning, prescribing and monitoring exercise programs in a region-specific context. Students also learn the indications and contraindications for therapeutic exercise prescription and concepts of exercise progression. They develop an understanding of the chiropractor's role in functional recovery as it pertains to occupational issues and disability management.  
*Prerequisites: CHR 621 & CHR 655*

**CHR 638 PSYCHOLOGY FOR HEALTH CARE PROFESSIONALS (3)**

The purpose of this course is to provide students with knowledge concerning issues they may face as future practitioners regarding themselves and their patients. Specifically, the course will provide an overview of mental health concerns, crisis issues, pain management and self care. Attention will also be given concerning how these issues are to be addressed as students work with future patients along with attempting to make appropriate referrals.  
*Prerequisite: acceptance to the doctor of chiropractic program.*

**CHR 639 & CHR 639L HISTORY AND PHYSICAL EXAMINATION (5)**

Examines all areas of patient interviewing such as history of present illness, comprehensive health history, record-keeping, problem-oriented history-taking, narrative format histories, nonverbal

communication, and patients with special problems. Students learn and practice clinical examination and assessment, with emphasis on performing and interpreting comprehensive physical examination procedures of the non-neuromusculoskeletal systems in the adult patient. Laboratory experience will include continuing demonstration and practice of the history-taking and physical exam procedures.  
*Prerequisite: BIO 639*

**CHR 640 & CHR 640L CLINICAL DIAGNOSIS (7)**

Introduction to laboratory skills, including venipuncture, and discussion of urinalysis, hematology and serology. Emphasis on interpretation of laboratory test results and study of case histories to enhance clinical learning and diagnostic skills.

Discussion of laboratory alterations accompanying abnormal function of body organs and specific diseases, with emphasis on interpretation of blood chemistries. Choosing appropriate lab tests. Correlation of laboratory results with patient history and examination findings. Case histories are discussed to enhance clinical learning.  
*Prerequisite: CHR 639*

**CHR 641 CHIROPRACTIC PRINCIPLES: A HISTORICAL FOUNDATION (1)**

This course will introduce the student to the historical foundations of our profession. They will become familiar with the key individuals and events that created and shaped Chiropractic as a profession. The student will examine the historical relationship with other professions.  
*Prerequisite: admission to the chiropractic program*

**CHR 642 CHIROPRACTIC PRINCIPLES: HISTORICAL CHIROPRACTIC PHILOSOPHIC THEORIES AND EVOLUTION OF THE PROFESSION (1)**

This course will introduce the student to the historical evolution of the theories of the chiropractic subluxation. They will become familiar with the key theories that have helped to shape chiropractic as a profession.  
*Prerequisite: admission to the chiropractic program, CHR 641 and BIO 639*

**CHR 643 CHIROPRACTIC PRINCIPLES: EVIDENCE BASED CHIROPRACTIC (3)**

This course will introduce the student to the concepts of evidence based practice with specific focus on evidence based chiropractic. EBP is the future of our healthcare system and will drive future best practice in all professions.  
*Prerequisite: CHR 642 or permission of the instructor.*

**CHR 644 BUSINESS/  
ENTREPRENEURSHIP (4)**

This four credit graduate level course introduces students to principles of chiropractic office management, important aspects of business planning, and financial considerations necessary to successfully establish and manage a chiropractic practice. Students explore external and internal factors impacting their cost-effective service to patients, adherence to sound ethical behavior, and application of sound business principles. The course serves as a vehicle for students to integrate prudent business planning and decision-making in the management of a chiropractic office/practice.  
*Prerequisite: admission to chiropractic program and CHR 635*

**CHR 645 SOFT TISSUE TECHNIQUES (2)**

This course is a manual therapy class designed to develop the student's skills for evaluation and treatment of musculoskeletal complaints common in a chiropractic practice. Course content will reflect the incorporation of the theory and fundamental principles in their safe application. Techniques will be presented for different tissue structures (muscles, ligaments, tendons) as well as with and without patient participation. Course topics will include but not be limited to: Indications and contraindications, proper ergonomics, palpation techniques, and manual treatment techniques. *Prerequisite: CHR 600L and CHR 654*

**CHR 650 ADJUSTIVE TECHNIQUES I (3)**

This course will present 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 across the age continuum will be included. The student will be 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 will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy.

The clinical laboratory will comprise 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 will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the lumbar and pelvic areas. *Prerequisite: CHR 600L*

**CHR 651 ADJUSTIVE TECHNIQUES II (2)**

This course will present 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 across the age continuum will be included. The student will be 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 will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise 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 will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the lumbar and pelvic areas. *Prerequisites CHR 650 or permission of the instructor*

**CHR 652 ADJUSTIVE TECHNIQUES III (2)**

This course will present 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 across the age continuum will be included. The student will be 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 will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy.

The clinical laboratory will comprise 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 will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the cervical and thoracic areas. *Prerequisites CHR 651 or permission of instructor*

**CHR 653 ADJUSTIVE TECHNIQUES IV (7)**

This course will build on the process of assessment, treatment analysis & adjustive techniques of CHR 631, 650, 651, and 652. The course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis, and adjustive/manipulative procedures for the spine and the pelvic region. Emphasis will be placed on examining various spinal conditions, including those conditions resulting from spinal trauma. Additionally, the student will learn about orthotics, taping and casting techniques utilized to treat conditions of the spine across the age continuum.

Clinical laboratory experience will be divided into two sections: Section I will emphasize the cervical and thoracic orthopedic tests. Section II will emphasize cervical and thoracic technique, as well as soft-tissue procedures. Section III will include a practical application in correlation of EMG findings with the patients' orthopedic/clinical assessment. All sections will continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses. The use of orthotic devices, taping, casting techniques, and procedures for treating various spinal conditions will be discussed and demonstrated. *Prerequisites CHR 652 or permission of instructor*

**CHR 654 ADJUSTIVE TECHNIQUES V  
(ORTHOPEDICS I) (7)**

This course will build on the knowledge obtained in Analysis & Adjustive Techniques CHR 631 650, 651, 652, and 653. The course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis, and adjustive/manipulative procedures for the spine and the pelvic region. Emphasis will be placed on examining various spinal conditions, including those conditions resulting from spinal trauma. Additionally, the student will learn about orthotics and taping techniques utilized to treat conditions of the spine across the age continuum.



Clinical laboratory experience will be divided into two sections: Section I will emphasize the spinal and pelvic orthopedic tests. Section II will emphasize flexion distraction technique, as well as soft-tissue procedures. Section III will include a practical application in correlation of EMG findings with the patients' orthopedic/clinical assessment. All sections will continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses. The use of orthotic devices and taping techniques as well as procedures for treating various spinal conditions will be discussed and demonstrated. *Prerequisites* CHR 653 or *permission of instructor*

#### **CHR 655 ADJUSTIVE TECHNIQUES VI (ORTHOPEDICS II) (7)**

This course is a continuation of CHR 652. Course content will reflect a synthesis of biomechanics, orthopedic testing, musculoskeletal diagnosis, sports injuries, and adjustive/manipulative procedures across the age continuum with an emphasis on the extraspinal regions of the body.

Clinical laboratory experience will be divided into two sections: Section I will emphasize orthopedic tests for the extremities. Section II will cover extremity-adjusting procedures, as well as evaluation and soft tissue methods used for the assessment, diagnosis, treatment, and evaluation for conditions involving the extremities. Additionally, the student will learn practical concepts regarding orthotic devices, taping and casting techniques for various extremity conditions. *Corequisite* CHR 654 or *permission of instructor*

#### **CHR 656 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 two laboratory hours. *Prerequisite* CHR 635 or *permission of the instructor*

#### **CHR 657 APPLIED NEUROLOGY (5)**

This course is concerned with human neurology, both biochemical and physiologic. Content will focus 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 will include an introduction of related psychiatric disorders, the interpretation of electrodiagnosis, and a review of current research literature and the need for evidence-based research.

Laboratory sessions will include demonstration and practice in performing various neurological tests. *Prerequisite* CHR 656 or *permission of the instructor*

#### **CHR 661 DIAGNOSTIC IMAGING I (4)**

This course will introduce the student to diagnostic imaging as an assessment tool used in the development of a comprehensive patient profile. Instruction will include the normal radiological anatomy of the spine, viscera, and the extremities. The focus of the course will be 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 effects of ionizing radiation on biological systems, and federal and state safety guidelines regulating the use of x-rays will be examined. The cost/benefit ratio of utilizing imaging and its relative value as a diagnostic tool will be examined. *Prerequisite:* BIO 639 and CHR 600L

#### **CHR 662 & CHR 662L DIAGNOSTIC IMAGING II: BONE PATHOLOGY (7)**

This course will build on the knowledge gained in Diagnostic Imaging I. Utilizing conventional radiographs, focus will be on recognizing bone pathologies and selected variants of the spine and extremities. Imaging results will be correlated with patient history, physical examination, and laboratory findings. A regional approach will be utilized to explore neoplastic, infectious diseases; metabolic, skeletal dysplasias; hematological and nutritional disorders; as well as degenerative, inflammatory, and metabolic arthritides and trauma. The need for appropriate case management will be emphasized.

Laboratory experience will include continuing demonstration and practice of the use of x-ray equipment, positioning techniques, and imaging interpretation for the accurate identification of pathological processes. *Prerequisite* CHR 661

#### **CHR 663 & CHR 663L DIAGNOSTIC IMAGING III (7)**

Emphasis will be placed on the importance of correlation of radiographic findings with the patient history, physical examination, 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, will be studied.

**PART 1:** The focus of this portion of the course will be interpreting diagnostic images of the chest with an emphasis on the differentiation between normal and abnormal findings. Content will cover 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.

**PART 2:** The focus of this portion of the course will be interpreting diagnostic images of the abdomen with an emphasis on the differentiation between normal and abnormal findings. Content will cover predominantly abdominal calcifications and major diseases affecting the abdominal organs that may be encountered in a chiropractic office.

**PART 3:** The focus of this portion of the course will be the use of advanced specialized imaging techniques with an emphasis on the spine and musculoskeletal system. Topics will include magnetic resonance imaging, computed tomography, myelography, discography, radionuclide imaging, and bone densitometry. Additionally, the course will present information about digital storage and retrieval of radiographic findings and the use of computer-assisted diagnostic programs.

Laboratory experience for all three parts will be case-based utilizing web-based databases and websites that specialize in diagnostic imaging cases. These cases will focus on the radiographic interpretation for the accurate identification of normal anatomy and pathological processes. *Prerequisite* CHR 662

#### **CHR 664 & CHR 664L DIAGNOSTIC IMAGING IV: REGIONAL REVIEW OF MUSCULOSKELETAL IMAGING CAPSTONE COURSE (7)**

This capstone course will review and reinforce the knowledge gained in Diagnostic Imaging II. Utilizing conventional radiographs and advanced imaging, focus will be on recognizing bone pathologies and selected variants of the spine and extremities based on a regional anatomic case-based approach. Imaging results will correlate patient history, physical examination, and laboratory findings with neoplastic, infectious, metabolic and dysplastic disorders as well as degenerative,

inflammatory, and metabolic arthritis and skeletal injury. The need for a systematic approach to case management will be emphasized.

Laboratory experience will include review of many representative cases. *Prerequisite* CHR 663

### **CHR 665 & CHR 665L DIAGNOSTIC IMAGING V (3)**

This course will introduce the student to radiographic positioning. Instruction will emphasize the optimal procedures in positioning to produce radiographic images that demonstrate radiological anatomy of the spine, viscera, and the extremities. The principles of radiographic positioning and federal and state safety guidelines regulating the use of x-rays will be examined.

Laboratory experience includes demonstration of the proper and safe use of equipment and positioning techniques. *Prerequisite* CHR 661

### **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 700 DOCTORAL SEMINAR (3)**

Successful completion of doctoral-level coursework and in particular successful completion of the dissertation require a specific set of well-developed academic skills and orientations including the ability to: utilize library resources including databases and information technologies; conduct thorough literature reviews; apply theory to guide both research and practice; and comprehend, interpret, critique and produce academic prose. As such, the course provides students with a foundation for growth throughout the program.

### **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 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 context 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 EDUCATION (3)**

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

addresses the many and varied issues of relevance to diversity and equity. It explores the social, historical, and cultural construction of "difference" and how they play out in personal and professional relationships in educational settings and related human service fields. Attention is given to categories of race, class, gender, ethnicity, religion, sexual orientation, and special needs. Culturally appropriate strategies for creating effective teaching-learning environments are examined.

#### **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 curricular, 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 709 HISTORY AND FUTURE OF EDUCATION REFORM (3)**

This course identifies common themes in educational reform efforts over the past 150 years, and traces the history and future of these efforts within and across educational systems through an analysis of empirical research, historical writings and governmental and non-governmental initiatives. Common strands include reforms focused on: standardization, assessment and accountability; governance; curriculum and pedagogy; teacher training; professionalization; funding and accountability; and the use of technology. Emphasis is given to these themes vis-à-vis a critical analysis of the

marketization and commercialization of education. This understanding is applied to ethically navigating the current reform landscape and evaluating current reform efforts.

#### **EDL 710 ADVANCED STATISTICS + LAB (4)**

This course is designed to refresh student knowledge in descriptive and inferential statistics, and through review of this background, to develop a much richer and deeper understanding of the applications of these skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of descriptive statistical techniques, then use these techniques to develop deeper understandings of their applications to advanced inferential statistical methods. Students will become familiar with ANOVA models, regression techniques, factor analysis, and multivariate applications, and use these applications to review literature in their field of interest.

#### **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. 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. 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 722 PROPOSAL IDENTIFICATION, DEVELOPMENT AND COMPLETION (3)**

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 asset of protocols for the conduct of the study. At the conclusion of the course, 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 613 METHODS OF CONTENT AREA LITERACY (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 learning and behavioral characteristics of students with special needs in the elementary and 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. Individual 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.

### **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.

### **EDU 630 SECONDARY SCHOOL TEACHING STRATEGIES (3)**

This course is designed to familiarize students with instructional strategies, methods and materials necessary for creating productive teaching-learning environments for adolescence students. Students in this course are expected to demonstrate the ability to create a positive and productive learning environment

and to plan effectively for instruction and evaluation.

### **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.*

### **EDU 637 ADOLESCENT LITERACY (3)**

Candidates will analyze and evaluate multiple literacies and modalities of literacy and their impact on adolescent learners, including critical reading of nontraditional text and how meaning is conveyed through multimodal representations. Emphasis is also placed on the impact of emergent technologies on adolescent development and learning, and on preparation of teachers to convey meaning through the "new literacies" in all content areas. Special attention is paid to the impact of multiple literacies on English language learners, students at risk for school failure, and students with exceptionalities.

### **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, lectures, 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 680 PORTFOLIO CAPSTONE COURSE (3)**

This capstone consists of a standalone 3-credit course that takes place concurrently with student teaching. In this course, candidates are challenged to integrate theory and evidence based practices with an emphasis on self-reflection. Candidates are responsible for compiling and refining a portfolio of key assignments from their academic program. Finally, candidates produce a culminating analytical reflection based

upon the key assignment, student teaching and the education department's Conceptual Framework. This course must be taken in conjunction with EDU 682 or EDU 692, SED 662 or SED 672 or TSL 668.

**EDU 681 STUDENT TEACHING SEMINAR (1)**

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

**EDU 682 PRACTICUM IN EARLY CHILDHOOD, CHILDHOOD OR MIDDLE CHILDHOOD EDUCATION (5)**

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 691 STUDENT TEACHING SEMINAR (1)**

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

**EDU 692 PRACTICUM IN ADOLESCENCE EDUCATION (5)**

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.*

**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 level 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: Graduate level standing, 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, NUR 604 and NUR 630 I (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.

**HRM 635 EMPLOYEE RECRUITMENT, SELECTION, AND TRAINING AND DEVELOPMENT (3)**

This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of employee recruitment, selection and training, and development. This course will assist in preparation for human resource certification Institute certification exams by focusing on the skills and competencies specified for the profession by the Society for Human Resources Management. *Prerequisite: Admission to the major and MBA 604*

**HRM 636 EMPLOYEE BENEFITS, PENSION, AND COMPENSATION (3)**

This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of compensation and benefits. This course will assist in preparation for Human Resource Certification Institute certification exams by focusing on the skills and competencies specified for the profession by the Society

for Human Resources Management.

*Prerequisite: Admission to the major and MBA 604, MBA 611*

**HRM 637 MULTINATIONAL HUMAN RESOURCES MANAGEMENT (3)**

The course covers various areas of knowledge, theories and applications of organizational behavior and human resources 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 and subsequent repatriation, compensation, and other related problems in domestic and international business, and country specific factors affecting foreign placement of company personnel. *Prerequisite: Admission to the major and HRM 635, 636*

**HRM 638 SAFETY, HEALTH AND LABOR RELATIONS (3)**

This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of Safety and Health and Labor Relations. This course will assist in preparation for Human Resource Certification Institute certification exams by focusing on the skills and competencies-specified for the profession by the Society for Human Resources Management. *Prerequisite: Admission to the major and MBA level course in human resources management*

**HSA 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 level standing.* Offered in fall, spring and summer semesters.

**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 608 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: HSA 600 and four-credit Applied Statistics or equivalent, or competency test.*

### **HSA 612 CULTURAL COMPETENCY AND HEALTH CARE (1)**

This interdisciplinary course is open to students from all graduate programs who are interested in the impact of culture on health, and in development of culturally appropriate interventions for communities. It will build on epidemiological concepts and apply anthropological methodologies to understanding the impact of culture on health status, service utilization, and cultural conflicts between health

care providers and members of ethnic communities. *Prerequisites: Graduate level standing*

### **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 NURSING HOME ADMINISTRATION (3)**

This course is designed to provide students the knowledge and skills required as a nursing home administrator. This course will assist students in applying the knowledge and skills acquired in earlier courses to the specific field of nursing home administration. It covers organizational management and general management, resident care, personnel management, financial management, environmental management, regulatory management, dietary management and aging. The course is intended to meet course requirements for Qualification 3 and Qualification 5 of the New York State Education Department for Nursing Home Administrator licensure. *Prerequisite or corequisite: HSA 648 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 health services administration 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, HSA 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.*

**HSA 682 MANAGERIAL EPIDEMIOLOGY (3)**

Epidemiology is the student of the distribution and determinants of disease in human populations. Managerial epidemiology is the application of the principles and tools of epidemiology to the practice of management. This course will introduce students to the basic principles of epidemiology and demonstrate how these principles may be applied to the various functions of health services administrators/managers, such as planning, staffing, organizing, directing and controlling. Through these principles students will learn how measurement of health-related outcomes and delivery of health services is a critical component of each of these functions. *Prerequisites: HSA 608 and permission of the instructor.*

**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: Admission to the major and 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: Admission to the major and 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: Admission to the major and 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: Admission to the major and 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: Admission to the major and 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: Admission to the major and 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: Admission to the major and 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: Admission to the major, IB 501, and 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: Admission to the major and 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: Admission to the major and 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. *Prerequisites: Admission to the major*

**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: Admission to the major, 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: Admission to the major, good academic standing per academic regulations or permission of instructor*

**MBA 501 BUSINESS MATH AND STATISTICS (3)**

This course will prepare the graduate student to apply and analyze the descriptive and inferential methods of statistics. The use of computer models will enhance the underlying mathematical concepts that the student will be expected to synthesize. There will be a particular emphasis on research, including design, the collection of data, and an analysis of that data through competent statistical compilation. *Prerequisite: Admission to the major, MBA graduate standing and previous business statistics course.*

**MBA 602 THEORIES OF MACRO AND MICROECONOMICS (3)**

This course goes beyond just the principles of macro and microeconomics and teaches business decision making by allowing students to both understand the economic issues involved in and apply economic theories to the analysis of concrete, real world problems. The course attempts to synthesize theoretical principles of economics with functional areas of business as a foundation for higher-level business courses *Prerequisite: Admission to the major and MBA 501*

**MBA 603 FINANCIAL AND MANAGEMENT ACCOUNTING (3)**

As an introduction, a basic financial accounting review is provided. U.S. financial accounting is related to global international accounting. Financial accounting is bridged to managerial accounting. Managerial accounting is defined and contrasted with financial accounting. The process of managerial accounting and its use by managers in an organization is described and assessed. Major cost accounting systems and how they work in our modern technological environment are reviewed and analyzed. Planning and control systems in current organizations are examined through budgeting, standard costing and responsible accounting principles. Use of managerial accounting for decision making and financial statement analysis completes the managerial accounting process. *Prerequisite: Admission to the major and MBA 501, MBA 602*

**MBA 604 HUMAN RESOURCES MANAGEMENT (3)**

Strategic management of human resources in any organization must be addressed within the larger scope of strategic business planning and leadership. People are often the competitive advantage in an organization, but only when the human-focused policies and practices align with the strategic directions of the organization. This three credit hour, graduate level course will provide students with the ability to formulate and analyze human resources policies and practices in a strategic manner to positively impact the operations of their organizations. *Prerequisite: Admission to the major*

**MBA 611 ORGANIZATIONAL LEADERSHIP (3)**

An effective manager needs to be able to lead a group of people toward the accomplishment of organizational objectives. A good leader will also be able to analyze the leadership style and

methods of other leaders using critical thought and the application of well-researched theories of leadership. Students will also formulate a personal philosophy of leadership to guide future decisions and actions. *Prerequisite: Admission to the major and all foundation courses*

**MBA 612 LEGAL ENVIRONMENT IN BUSINESS (3)**

This course is an analysis and application of the U.S. corporate law and practice from the perspectives of practitioners. This legal analysis and application (through case studies) includes corporate governance principles, contracts, and business tort laws. In addition, this course explores the U.S. securities law, evidence of indebtedness, investment contracts, and certificates of interest in profit-sharing agreements. *Prerequisite: Admission to the major and MBA 602, MBA 604*

**MBA 615 MARKETING MANAGEMENT (3)**

This course presents the importance of the marketing function in the strategic management of the organization. Within the framework of the marketing discipline, students will learn how to ascertain customer needs and to strategically plan to fill those needs while serving an increasingly diverse population. Also considered in this course are issues such as electronic marketing, environmentalism, consumerism and consumer life-style. As part of this course, students will identify actual consumer needs and devise a comprehensive strategic marketing plan. *Prerequisite: Admission to the major and MBA 604, MBA 612*

**MBA 616 CORPORATE FINANCE (3)**

This course will prepare the graduate student to apply and analyze sophisticated methods of investment decision making in a corporate environment. This will include the ability to combine the results of different analyses, as well as the discernment of the most appropriate tool in a given circumstance. There will be a particular emphasis on research, including problem solving in a practical business setting. *Prerequisite: Admission to the major and MBA 501, MBA 603*

**MBA 623 SPECIAL TOPICS IN MANAGEMENT (3)**

This course is designed to help students gain in-depth knowledge of current management issues; specific problems and issues related to organizational change; analysis of human resources; operations, and strategic management, finance and investments; or in areas of international trade and global management. Students interested in a particular area of business

can enhance their knowledge, skills, and research in this special topics course.

*Prerequisite: Admission to the major and all foundation courses*

**MBA 624 GLOBAL SUPPLY CHAIN MANAGEMENT (3)**

This course examines the increasing importance of transportation and logistics to the movement of goods and services in today's global economy. Transportation issues related to policy and regulation, carrier operations, and business logistics (from user's perspective) are explored and analyzed in detail, both on the domestic as well as international levels. Other issues such as supply chain management, export/import operations management and documentation, and management techniques related to logistics and traffic management operations are also discussed. *Prerequisite: Admission to the major and all foundation courses*

**MBA 655 STRATEGIC MANAGEMENT IN CORPORATE ENVIRONMENT (3)**

This course explores the issues of defining corporate mission, objectives, and goals. Participants focus on the analysis of the firm's external and internal environment to identify and create competitive advantage in a global context. The course emphasizes the cultural, ethical, political, and regulatory issues facing any global business environment, and the need for leadership for a successful management of strategic change. The course serves as a capstone for students to integrate functional areas with the overall strategic issues facing companies in today's business environment. *Prerequisite: Admission to the major and all foundation and transitional MBA courses.*

**MKT 631 CONSUMER BEHAVIOR (3)**

This course is intended to give students the ability to apply strategic skills and knowledge of consumer behavior in a practical business environment. This course will examine various research techniques that marketers can use to gain true insight into what drives behavior of target audiences for particular products and services. Applying this research, the student will be able to develop more efficient and effective integrated marketing programs. A global perspective will also be taken in order to broaden student knowledge and at the same time provide a more realistic perspective on consumer behavior as a result of increased globalization. *Prerequisite: Admission to the major and all MBA foundation courses*

**MKT 632 MARKETING RESEARCH & DEVELOPMENT (3)**

The marketing concept suggests that the resources and activities of an organization should be focused in an integrated fashion towards the satisfaction of the wants and needs of the customers as opposed to the needs and wants of the organization. As an organization adopts this orientation, marketing research is viewed as a means to integrate the organization's activities and focus them on the needs of the market-place. It involves the specification, collection, analysis, and interpretation of information which will assist managers to better understand the customers and business environment, identify problems and opportunities, and develop and evaluate alternative courses of action available to them. *Prerequisite: Admission to the major and MKT 631*

**MKT 633 MARKETING PROMOTION AND DISTRIBUTION (3)**

This course covers the management issues in developing an integrated marketing communications strategy. It focuses on the design and implementation of effective advertising as part of an integrated marketing communications program. Since most advertising decisions involve both the advertiser and an advertising agency and other participants, such as firms responsible for direct and interactive marketing, public relations, merchandising, and promotions, the advertiser is viewed in interaction with agency, creative, media, and research personnel. It also includes developing market segmentation strategies, budgeting, evaluation and management of the communications program. *Prerequisite: Admission to the major and MKT 631 and 632*

**MKT 634 INTERNATIONAL MARKETING (3)**

This course specializes in problems and perspectives of marketing across national boundaries, including: 1. Analyze marketing decisions facing firms engaged in international business transactions as producers, suppliers, and consumers, 2. Apply tools and approaches to structure and control marketing programs on a global basis, 3. Analyze the constant tension between forces of market standardization at the global level against "localization" factors at the domestic and local levels. *Prerequisite: Admission to the major and MBA 631, 632, and 633*

**NUR 600 - THEORY DEVELOPMENT IN NURSING RESEARCH (3)**

This course will present a critique of

theories used in nursing practice and in nursing research. Students will develop an understanding of the philosophical and historical trends that shape theories that are applied to the discipline of nursing and impact the delivery of health care services. Emphasis is placed on the process of concept analysis and the application of theory to nursing practice. *Prerequisite/corequisite: Undergraduate Statistics course (4 credit) or equivalent*

**NUR 601 RESEARCH METHODS IN NURSING (3)**

This course will provide the foundational knowledge needed by masters' prepared nurses in order to design and evaluate research methodologies used for investigating clinical problems. The components of research design including settings, sampling frames, instrumentation, subject selection, and validity threats will be presented. Computer programs used for statistical analyses in nursing and health-related research will be reviewed. Emphasis is placed on the masters' prepared nurse as a producer and consumer of research. *Prerequisite/corequisite: Undergraduate Statistics course (4 credit) or equivalent*

**NUR 604 COMMUNITY HEALTH NURSING- OPTIMUM HEALTH AND EPISODIC HEALTH RESTORATION (3)**

In this course, consideration of health promotion and episodic health restoration of families, groups, and communities is presented with a focus on health-related factors such as vulnerability, stress, crises, coping, risk, and hazardous choices leading to the actual or potential need for health promotion and 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 nursing interventions are developed. Emphasis is on interpretation of nursing and related theories to mobilize a group to restore its health status. Quality assurance models and nursing standards of practice are explored. *Prerequisites: GRA 600 and NUR 609*

**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 609 and GRA 600 Offered in fall semester.*

**NUR 606 CLINICAL PRACTICUM I (3)**

This clinical practicum requires 180 hours of nursing practice with a focus on health promotion with a client group in the community. Application of advanced practice nursing theory and research within the community is emphasized. Students will develop skills in the various roles of advance practice nursing including direct care provider, consultant, manager, educator and researcher. *Prerequisites: NUR 604, NUR 605 and SOC 600*

**NUR 607 CLINICAL PRACTICUM II (3)**

This clinical practicum requires 180 hours of nursing practice with a focus on episodic health restoration with a client group in the community. Application of advanced practice nursing theory and research within the community is emphasized. Students will develop/demonstrate skills in the various roles of advance practice nursing including direct care provider, consultant, manager, educator, and researcher. *Prerequisites: NUR 604, NUR 605 and SOC 600*

**NUR 608 CLINICAL PRACTICUM III (2)**

This clinical practicum includes 100 hours of intensive nursing practice with a focus on chronicity with a client group in the community. Application of advanced practice nursing theory and research within the community is emphasized. Students will demonstrate skills in the various roles of advance practice nursing including direct care provider, consultant, manager, educator and researcher. *Prerequisites: NUR 604, NUR 605 and SOC 600*

**NUR 609 PROFESSIONAL ROLE DEVELOPMENT (3)**

This seminar course presents a critical analysis of the advanced practice roles in the nursing profession. The scope of practice of both clinical nurse specialists and nurse practitioners are analyzed.

The legal and ethical implications of these roles are examined. The roles are further explored in terms of how they are influenced by the social, economic, political, cultural, environmental, historical and geographic forces and trends of the times. Increasing the public's accessibility to advanced practice nursing care through innovative programs, especially through entrepreneurship and grant writing is explored. Means to enhance advanced practice nursing are also analyzed. *Open to students in the RN program, five-year MS in nursing program or with graduate standing; Offered in the spring and fall semesters*

### **NUR 610 PROJECT SEMINAR (3)**

The course is a discussion of current nursing practice, nursing education and 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 607; Offered in fall and spring semesters.*

### **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 670*

### **NUR 630 AND NUR 630 L PROFESSIONAL NURSING VII**

The objectives for NUR 630 & NUR 630L will be met over two semesters. The course begins in the fall semester and ends in the spring semester. The credit allocation is as follows:

*Semester I (Fall)*  
NUR 630 I – 3 credits  
NUR 630L I – 2 credits  
Subtotal – 5 credits

*Semester II (Spring)*  
NUR 630 II – 2 credits  
NUR 630L II – 2 credits  
Subtotal – 4 credits

*Total – 9 credits*

### **NUR 630 I PROFESSIONAL NURSING VII (3)**

This capstone course focuses 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. *This course must be taken in conjunction with NURS 630 L. Prerequisites: NUR 450 or NUR 460RN, NUR 609 and GRA 600; Corequisites: NUR 630L I, GRA 607 and SOC 600. NUR 630 I is offered in fall semester.*

### **NUR 630L I PROFESSIONAL NURSING CLINICAL VII (2)**

This capstone clinical course focuses 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. This course must be taken in conjunction with NUR 630 I; *Prerequisites: NUR 609, NUR 450L or NUR 460RNL and GRA 607; Corequisites: NUR 630 I, SOC 600 and GRA 600. NUR 630 L I is offered in the fall semester.*

### **NUR 630 II PROFESSIONAL NURSING VII (2)**

This capstone course is a continuation of NUR 601 I Professional Nursing. This course focuses 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. *This course must be taken in conjunction with NUR 630 L II; Prerequisites: NUR 450 or NUR 460RN, NUR 609, NUR 630 I, NUR 630LI and GRA*

*600; Corequisites: NUR 630LII, GRA 607 and SOC 600; NUR 630 II is offered in spring semester.*

### **NUR 630L II PROFESSIONAL NURSING CLINICAL VII (2)**

This capstone clinical course is a continuation of NUR 630 L I. It focuses 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. This course must be taken in conjunction with NUR 630 II. *Prerequisites: NUR 609, NUR 450L or NUR 460RNL, NUR 630 I and NUR 630L I, GRA 600, GRA 607 and SOC 600; Corequisites: NUR 630 II. NUR 630 L II is offered in the spring semester.*

### **NUR 631 ADVANCED HEALTH ASSESSMENTS (3)**

#### **NUR 631L ADVANCED HEALTH ASSESSMENT LAB (1)**

This course is designed for the graduate nursing student preparing for the family nurse practitioner role, or the community health nursing advanced clinical track. 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.; Corequisite: NUR 631 and NUR 631L must be taken together. An active, unrestricted RN license is required; Offered in fall and spring semesters.*

### **NUR 632 ADVANCED PHARMACOLOGY (3)**

Designed for the graduate nursing student preparing for family nurse practitioner practice, or the community health nursing clinical track, 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; An active, unrestricted RN licensure is required; Offered in spring semester.

### **NUR 633 ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY (3)**

Designed for the graduate nursing student preparing for family nurse practitioner practice, or the community health nursing advanced clinical track, 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; An active, unrestricted RN licensure is required; Offered in fall semester

### **NUR 634 HEALTH PROMOTIONS 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 nurse practitioner, 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. Students must plan to take NUR 639 the following semester. *Prerequisites:* NUR 631, NUR 631L; *Corequisites:* NUR 633; Offered in fall semester. Students must plan to take NUR 638 in the following semester.

### **NUR 635 HEALTH PROMOTION AND PRIMARY CARE OF CHILDREN 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 nurse practitioner, 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:* NUR 637, NUR 631L; *Corequisites:* NUR 633; Offered in fall semester. Students must plan to take NUR 639 in the following 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. Students must plan to take NUR 640 (5) in the following semester. *Prerequisites:* NUR 637, NUR 631L, NUR 633; *Pre or corequisites:* NUR 632; Offered in spring semester. Students must plan to take NUR 640 S in the following 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 63/L, NUR 632 NUR 633 and NUR 634; Offered in spring semester

### **NUR 639 FAMILY NP CLINICAL PRACTICUM IN WOMEN'S HEALTH CARE (3)**

Students will complete 200 hours of guided clinical experiences providing primary health care to women of all ages. The childbearing cycle will be included in this practicum. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed. *Prerequisites:* NUR 631, NUR 63/L, NUR 632 NUR 633 and NUR 635; Offered in spring semester

### **NUR 640 S / NUR 640 CL FAMILY NP CLINICAL PRACTICUM IN ADULT HEALTH (1/4)**

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 63/L, NUR 632 NUR 633 and NUR 637; Offered summer through fall semester

### **NUR 701 7XX HEALTH LITERACY AND POPULATION HEALTH OUTCOMES**

This course explores the epidemiology of health literacy and its influence on the delivery of health care services. Individuals with low health literacy are afflicted with a higher number of chronic diseases, have worse health outcomes and generate higher health care costs when compared with their literate cohorts. Students will be introduced to the social, economic, legal, political and education-based policies that contribute to health literacy problems. Health system barriers encountered by low literate individuals who seek care will be explored. Students will work in groups to develop creative, community based solutions to identified health literacy barriers. Offered in the fall semester.

### **NUR 702 EVIDENCE BASED PRACTICE (EBP) AND (IT) IN HEALTHCARE DELIVERY**

This course examines the use of EBP and information technology (IT) in healthcare delivery. Using advanced Internet and database search skills, the student will learn how to critically appraise the literature and apply evidence based findings in a clinical, administrative, research, or educational health care setting.

### **NUR 703 BIostatISTICS FOR ADVANCED NURSING LEADERS**

This course prepares the advance practice-nursing student to apply the tools and methods of biostatistics to clinical practice. Clinical epidemiology and evidence-based medicine applications are an integral component of clinical decision-making about individual patients. Advance practice nurses need to utilize biostatistics principles to provide best practice outcomes for patients.

### **NUR 704 COMMUNITY-BASED CARE OF THE AGING POPULATION**

This course was developed for the advanced practice-nursing student preparing to work with older adults. Traditional assessment and treatment plans are often ineffective in meeting the needs of community dwelling elders. Multiply-complex health, social, personal, economic, spiritual and legal issues, not encountered by younger adults contributes to increased morbidity and mortality for the elderly. Students will work in groups to develop effective community based solutions in cases involving older adults. Future nurse leaders will be integral to the development of interdisciplinary solutions to improve outcomes for older Americans.

**NUR 705 ETHICAL TOPICS IN  
ADVANCE NURSING PRACTICE  
SEMINAR**

This course studies the ethical dilemmas encountered in Health Care Professions. There are concerns that challenge the value of being human underscored in end-of-life decisions as well as those that span the bioethical literature. Analysis of a collective ethic of organizations will also be conducted.

**NUR 709 ADVANCED PRACTICE  
ROLE FOR DOCTORAL NURSING  
LEADERS**

This course will explore a variety of issues that affect advanced practice nursing, with specific content pertinent to family nurse practitioners. The legal and ethical underpinnings of advanced practice will be explored. Students will explore the interaction of social, cultural, political, regulatory and institutional policies that influence practice. New practice roles such as entrepreneurship will be discussed. Identifying leadership opportunities for doctoral students will be stressed.

**NUR 711, 712, 713 TRANSLATIONAL  
CAPSTONE PROJECT AND  
RESIDENCY I, II AND III**

Upon completion of all required general coursework and practice, the student will enter a translational-capstone project and residency. This is the culminating clinical practicum designed to provide the student with an intensive immersion experience allowing him/her to master DNP competencies within a chosen specialty. A total of 7 credits of coursework is required for the entire capstone and residency; this includes NUR 711 (Capstone I – Identify project – 2 credits), NUR 712 (Capstone II – Design and Pilot – 2 credits) and NUR 713 (Capstone III – Implementation and Evaluation – 3 credits).

**OT 501 OCCUPATIONAL THERAPY  
PROCESS AND THEORETICAL  
FOUNDATIONS I (2)**

This course is an introduction to the profession of occupational therapy and the occupational therapy process. A historical perspective of the OT profession's development and the theoretical bases, its professional ethics and regulations, and the role of the occupational therapist in society are covered. An introduction to the roles of occupational therapy personnel and how, as professionals, the code of ethics and professional credentials relate to practice,

is presented. Students will be introduced to the theory, philosophy, and research that guide practice. Current and potential environments for OT practice will be discussed. [2 hour lecture]. *Prerequisite: OT 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 prenatal through adolescence. It includes analysis of occupation as a facilitator and marker of human development. An in-depth exploration of the occupational therapy practice framework, domain and process is provided. The lab includes observation of developmental markers and task analysis of developmentally appropriate occupations. [3 hour lecture, 2 hour lab]. *Prerequisite: OT major*

**OT 509 MEDICAL & SOCIAL  
CONDITIONS I (2)**

This course provides an overview of selected medical and social conditions that affect engagement in occupation in childhood and adolescence. Topics include selected developmental, musculoskeletal, mental health conditions and disabilities, and social conditions that affect development, such as child abuse/neglect, poverty and educational level. [2 hour lecture]. *Prerequisite: OT major*

**OT 510 MEDICAL AND SOCIAL  
CONDITIONS II (2)**

This course provides an overview of selected medical and social conditions that affect engagement in occupation for adults and older adults. Topics include selected neurological, cardiopulmonary, medical, and psychosocial conditions and disabilities. End-of-life issues are addressed. Social conditions such as unemployment, family structure and elder abuse are discussed. The impact of environmental conditions on health is also addressed. [2 hour lecture]. *Prerequisite: OT 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, application of teaching

learning principles, and general safety and wellness promoting behaviors. [3 hour lecture, 2 hour lab]. *Prerequisite: OT 506*

**OT 514 INTERPERSONAL SKILLS (2)**

This course is a study of selected interpersonal communication theories and skills that are the foundation of effective professional relationships and therapeutic use of self. It includes discussion, skill building and role playing with critiquing. [1 hour lecture, 2 hour lab].

**OT 515 OT DELIVERY SYSTEMS (2)**

This course is an examination of delivery models in which occupational therapists function. The health care system will be included, as will the educational system, the social system and the community. Examples of OT programs will be presented within each system of delivery and delivery model that affects OT practice. Traditional and non-traditional models of delivery of OT services will be described. [2 hour lecture]. *Prerequisite: OT major*

**OT 517 GROUP PROCESS (2)**

This course is a study of selected group process theories and skills that are the foundation of effective group relationships, therapeutic use of self, and group leadership. This course includes discussion, skill building, and role playing with critiquing. [1 hour lecture, 2 hour lab]. *Prerequisite: OT major*

**OT 519 FUNCTIONAL ANATOMY (5)**

This course includes a study of human anatomy with emphasis on the musculoskeletal and nervous systems. It integrates human anatomy with analysis of movement including measurement of action, movement within a task and biomechanics. The course includes lab and lecture. The lab includes gross anatomy prosections, CD-ROM, recitation and experiential kinesiology. [3 hour lecture, 4 hour lab]. *Prerequisite: admission to M.S.O.T. program*

**OT 520 NEUROSCIENCE FOR  
REHABILITATION (5)**

This course is 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, recitation, guided practice on selected therapy techniques and treatment planning based on case studies. [4 hour lecture, 3 hour lab, 1 hour recitation]. *Prerequisite: OT 519.*

#### **OT 521 FIELDWORK SEMINAR I (0)**

This seminar is designed to involve students in the analysis and preparation for professional practice, to introduce students to the fieldwork process, and to prepare them for fieldwork selection. [1hour per week]. *Prerequisite: OT major.*

#### **OT 524 RESEARCH SEMINAR (3)**

This seminar introduces students to the entire thesis/project process required to complete the master's degree in OT. Students will learn how to search for and appraise literature pertinent to a topic suitable for OT research and evidence-based practice. [3 hour seminar]. *Prerequisites or co-requisites: OT 501.*

#### **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 OT. Pediatric (referring to both children and adolescents) practice environments will be described and pediatric models will be studied. [2 hour seminar]. *Prerequisite: OT 501 and OT 520.*

#### **OT 527 OT METHODS OF EVALUATIONS AND DOCUMENTATION I (2)**

This course is an introduction to the principles and techniques of OT evaluation and documentation. The evaluation process, types of assessments, and the interpretation and documentation of evaluation data pertinent to pediatric practice will be included. [1 hour lecture, 2 hour lab]. *Prerequisites: OT 501, OT 509, OT 510, OT 512, and OT 514; Co-requisite: OT 525.*

#### **OT 529 CHILD AND ADOLESCENT INTERVENTION (4)**

This course is an application of OT 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 or adolescents is included. [3 hour lecture, 2 hour lab, level I fieldwork]. *Prerequisites or co-requisites: OT 501, OT 509, OT 510, OT 512, OT 520, OT 525, and OT 527.*

#### **OT 602 RESEARCH METHODS IN OCCUPATIONAL THERAPY (3)**

This course will assist the student in developing an understanding of the research process. Emphasis will be placed on the occupational therapist as a producer and consumer of research. Students will undertake a conceptual review of research designs and methods relevant to the profession. [3 hour seminar]. *Prerequisite: applied statistics*

#### **OT 610 RESEARCH DEVELOPMENT (3)**

This course provides a detailed overview of the thesis/project process and guides students in the development of a defensible thesis or project proposal. [3 hour seminar]. *Prerequisite: OT 524 AND OT 602*

#### **OT 629 RESEARCH ADVISEMENT (3)**

Provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. Completion of a thesis or project according to the guidelines in the D'Youville College graduate handbook. Students must register for their research director's section. *Prerequisite: OT 610*

#### **OT 630 CONTINUED RESEARCH ADVISEMENT (1)**

Provides continued faculty guidance to complete either the thesis or research project. Students must register for their research director's section. *Prerequisite: OT 629*

#### **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, and preparation/arrangements for fieldwork will be finalized. [1 hour per week]. *Prerequisite: OT 521.*

#### **OT 633 OT METHODS OF EVALUATION 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 will be studied. [1 hour lecture, 2 hour lab]. *Prerequisite: OT 527.*

#### **OT 634 ADULT AND GERIATRIC INTERVENTION (4)**

This course is an integrated theory

and practice course examining OT models and techniques for prevention and remediation of role dysfunction and maintenance of competence and adaptation in individuals from adulthood through senescence. Includes exploration of related research, introductory and advanced therapeutic assessments, and techniques. Laboratory includes guidance and practice in the implementation of assessment and treatment methods. Level I fieldwork experience with adults or elders included. [2 hour lecture, 3 hour lab, level I fieldwork]. *Prerequisites: OT 520, Prerequisite or co-requisite: OT 633, OT 635.*

#### **OT 635 OT PROCESS AND THEORETICAL FOUNDATIONS III (2)**

This course is a continuation of the study of the theories, philosophies, and research that guide occupational therapy practice. Adult and geriatric practice environments and practice models will be studied. [2 hour seminar]. *Prerequisite: OT 525.*

#### **OT 640 CLINICAL FIELDWORK I (4)**

This course allows an in-depth Level I fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. Level I fieldwork can take place in a variety of traditional or emerging practice areas that are consistent with curriculum design and in which supervision will be provided by a currently licensed or credentialed OT, who may or may not be on-site. Each Level I fieldwork course is generally a full-time experience but options can vary from one placement to four, and in some instances be part-time. *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 sequence, depth, focus and scope of content in the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas that are consistent with curriculum design and in which supervision will be provided by a currently licensed or credentialed OT, who may or may not be on-site. Each Level II fieldwork course is generally a full-time experience but options can vary from one placement to four, and in some instances be part-time. *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 will participate in interactive distance learning activities on the Internet and perform independent learning activities and assignments while on Level II fieldwork. Students will be in contact via electronic communication with faculty and fellow classmates and engage in group discussions and project activity related to course material. [3 hour Internet activities per week]. *Co-requisite: 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. Regulatory agencies, legal concerns, reimbursement, specialization, grantsmanship, validation of theory, and development of philosophy are included as important issues. [2 hour seminar]. *Prerequisite: OT 640*

#### **OT 690 COMMUNITY PRACTICE (2-3)**

An advanced practicum in a community- or education-based setting, for the purpose of exploring new, non-traditional, or specialty applications of occupational therapy knowledge and skills. Requirements are based on a contract negotiated between the student and the preceptor, and approved by the course coordinator. Individuals with a variety of professional backgrounds and education levels may serve as preceptors. [Practicum (variable 5 – 15 hours per week) and 1 hour seminar per week] *Prerequisite: OT 640*

#### **PHI 600 PHILOSOPHICAL METHODS (3)**

The 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.*

#### **PMD 601 BIOCHEMICAL PRINCIPLES I (3)**

Students learn about the structure/function relationships among the components responsible for the biochemical functions of life. The first semester topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition.

#### **PMD 602 PHARMACOGENOMIC (3)**

This course will introduce genetics and molecular and cellular biology and will describe the nature of genetic materials and the universal genetic code. Students should be able to identify and describe molecular mechanisms such as replication, transcription and translation. The goal of this course is to enable students to understand how these disciplines can be used to explain the possible genetic basis for variability in drug response. Also, there will be discussion on the application of bioinformatics studies to pharmacogenomics and ethical issues in genomics. The pharmacogenetics of oxidative drug metabolism will be presented, as well as the potential applications to tailoring drug therapy. A discussion of drug transporters pharmacogenetics will include localization and function, variability and clinical consequences. The role of genetic variability in drug targets on drug efficacy and toxicity, and application to individualize drug therapy will be explored. Finally, current and future pharmacogenomics applications for several therapeutic areas such as oncology, hematology, infectious diseases such as HIV, TB, etc. will be described.

#### **PMD 603 ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY I (4)**

This is the first of two courses in which students learn about the structural and functional relationships of the human organism, emphasizing cells and tissues, the integumentary, skeletal, muscular, nervous systems, and sense organs. Students build a comprehensive theoretical foundation of the phenomena that produce alterations in human physiologic function throughout life, emphasizing disease processes as disturbances of the body's homeostasis. The body's defense mechanisms and their breakdown, and clinical assessment methods are also presented in the course. Students view classroom demonstrations that examine the skeletal, muscular, and nervous system, and their composite cell and tissue types.

#### **PMD 604 ANATOMY, PHYSIOLOGY AND PATHOPHYSIOLOGY II (4)**

This is the second of two courses in which students learn about the structural and functional relationships of the human organism, emphasizing sensory receptors (taste, smell, vision, hearing and equilibrium), cardiovascular, endocrine, digestive, and respiratory systems. As in PMD 603, students build a comprehensive theoretical foundation of the phenomena that alter human physiologic function throughout life. Students view additional classroom demonstrations in the anatomy and physiology of the cardiovascular, digestive, and respiratory systems.

#### **PMD 605 PRINCIPLES OF DRUG ACTION I (4)**

Students acquire foundational knowledge in pharmacology, medicinal chemistry, pharmaceuticals, biopharmaceuticals, and pharmacokinetics in this first of three courses. Students are introduced to drugs as molecules, (including the basic principles related to molecules), and the equilibrium and kinetic phenomena common to molecules. Students then learn about the molecular basis of drug selectivity and drug action, and the pharmacokinetic principles that impact drug action and the therapeutic dosing of drugs.

#### **PMD 606 PRINCIPLES OF DRUG ACTION II (5)**

In this second of the three-course sequence, students continue to learn about the primary determinants of the disposition of drugs in the body (absorption, distribution, metabolism and excretion) and the factors that impact drug disposition. Students also learn how to individualize patient dosing regimens. Students then learn how dosage forms and routes of delivery affect the disposition of drugs.

#### **PMD 607 PROFESSION OF PHARMACY AND HEALTH CARE SYSTEMS (2)**

This course introduces students to the evolving US health care system. Students learn about the social, economic, and political environments in which health care is delivered, and the impact of these factors on the practice of pharmacy. By examining personal strengths and weaknesses, exploring career options, and thinking and writing reflectively, students will develop lifelong learning skills.

#### **PMD 609 PROFESSIONAL INQUIRY (1)**

This course introduces students to the fundamentals of professional inquiry, the process through which professionals

create and utilize knowledge in practice. Students explore the philosophy of scientific and clinical reasoning and learn to utilize disciplined thinking to enhance their understanding of the science and practice of pharmacy. Students investigate the sources of professional knowledge, strategies for accessing drug information and literature, and the use of quantitative and qualitative data to support decision making.

**PMD 610 HEALTH COMMUNICATIONS, DIVERSITY AND BIOETHICS (2)**

Students learn to apply the theoretical principles for communicating effectively with patients, families, and physicians, other health professionals, and provider groups. Students discuss the impact of race, sexual orientation, culture, religion, and physical ability on patients' perceptions of the healthcare system and the delivery of services. Students also learn to recognize ethical dilemmas and resolve problems using basic ethical principles and an ethical decision-making process.

**PMD 611 INTRODUCTION TO COLLABORATIVE LEARNING (2)**

This is the first in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

**PMD 612 COLLABORATIVE LEARNING PRACTICUM II (1)**

This is the second in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

**PMD 613 PATIENT ASSESSMENT I LAB**

In this practicum course, students will learn and practice the fundamentals of patient assessment, including physical examination, interviewing skills (such as history taking and symptom analysis) and interpretation of laboratory test results. Students will also become familiar with common drug names, categories, dosing and therapeutic uses. Classroom time will be a combination of large and small group work. Skill-based activities, such as the practicing of components of a physical examination, will be practiced in student pairs with designated small teams.

**PMD 614 PATIENT ASSESSMENT II LAB**

In this course, students will learn and practice the fundamentals of patient assessment, including physical examination, interviewing skills and interpretation of laboratory test results. Students will also become familiar with common drug names, categories, dosing and therapeutic uses, as well as counseling skills based on the top medications. Classroom time will be a combination of large and small group work. Skill-based activities, such as the practicing of the components of a physical examination, will be demonstrated in student pairs with designated small teams.

**PMD 615 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE I A, B (2)**

This is the first of six introductory experiences. During each two-week experience, students work under the supervision of pharmacist preceptors in a community(A) or institutional(B) pharmacy setting. Students participate in active "sophisticated shadowing" of their preceptor, complete assignments designed to introduce them to important clinical, legal, administrative, and ethical issues affecting the practice of pharmacy, and reflect on their experiences. Students may also complete other assignments at the request of their preceptor.

**PMD 616 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE I A, B (2)**

This is the second of six introductory experiences. During each two-week experience, students work under the supervision of pharmacist preceptors in a community(A) or institutional(B) pharmacy setting. Students participate in active "sophisticated shadowing" of their preceptor, complete assignments designed to introduce them to important clinical, legal, administrative, and ethical issues affecting the practice of pharmacy, and reflect on their experiences. Students may also complete other assignments at the request of their preceptor.

**PMD 701 PRINCIPLES OF DRUG ACTION III (3)**

This is the final course of the three-course sequence. Students continue to learn how dosage forms and routes of delivery affect the disposition of drugs. Students also learn about recent advances in pharmaceutical dosage forms (such as protein pharmaceuticals) that are utilized in current and future pharmacy practice.

**PMD 702 MEDICAL MICROBIOLOGY AND IMMUNOLOGY (3)**

Students learn the classification, morphology, and virulence of microorganisms and medical pathogens, the epidemiology and pathogenesis of infectious diseases, and the basic concepts of immunology. Students utilize their knowledge of immunology to understand the principles of antibiotic use, emphasizing the need to understand the site of infection, the susceptibility patterns for responsible organisms and the ability of the drug to reach the site of infection.

**PMD 703 PHARMACOTHERAPEUTICS I (4)**

This course is the first of a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of: acute and chronic kidney disease, fluid and electrolyte disorders, acid-base disorders, erectile dysfunction, benign prostatic hyperplasia, and urinary incontinence.

**PMD 704 PHARMACOTHERAPEUTICS III (5)**

This course is the third of a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy in order to optimize therapeutic outcomes for patients. Specific topics covered will include the pharmacotherapy of: anesthesia; neurologic disorders such as epilepsy, movement disorders and migraine headaches; psychiatric disorders such as schizophrenia, mood disorders, anxiety disorders, sleep disorders and dementia; and diseases of the eye.

**PMD 705 PHARMACOTHERAPEUTICS II (4)**

This course is the second of a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy in order to optimize therapeutic outcomes. Specific topics covered will include cardiovascular and pulmonary disorders including hypertension, heart failure, ischemic heart disease, acute coronary syndromes, arrhythmias, cardiomyopathies, thromboembolism, hyperlipidemia, stroke, shock, asthma, chronic obstructive lung disease, acute respiratory distress syndrome, and cystic fibrosis.

**PMD 706 PHARMACOTHERAPEUTICS IV (4)**

This course is the fourth in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of endocrine and gynecologic disorders including diabetes mellitus, thyroid disorders, adrenal and pituitary gland disorders, pregnancy and lactation, contraception, endometriosis and hormone replacement therapy in women.

**PMD 707 SELF-CARE (3)**

Students learn about the role of the pharmacist in the management of self-limiting illnesses and self-care. Students learn appropriate triage and referral techniques and the advantages and disadvantages of a variety of non-prescription products and devices, as well as complementary and non-pharmacologic interventions utilized for self-care problems.

**PMD 708 BIostatISTICS AND LITERATURE EVALUATION (2)**

In this course, students learn basic concepts of research methodology in order to develop, analyze, and present their own research projects and critically evaluate the validity and clinical relevance of published articles. Students learn to appropriately analyze various types of data using parametric and non-parametric statistics, probability and inferential statistics (e.g. analysis of variance and multiple regressions).

**PMD 709 INTEGRATED COMPOUNDING AND PRACTICE (2)**

In this course, students practice the mathematical calculations required for compounding, dispensing, and administering medications including determination of the rate of administration of IV infusions, calculating drug concentrations and ratio strengths, as well as extent of ionization of drugs in solution. In laboratory sessions, students are provided opportunities to interpret prescription orders and prepare sterile and non-sterile dosage forms for dispensing.

**PMD 710 PHARMACY MANAGEMENT (2)**

In this course students learn the common management principles employed in the practice of pharmacy. Students learn business methods ranging from personal management to operations management, managing people, accounting basics and finance. Students also learn about

marketing, purchasing, value-added services, and obtaining reimbursement for providing cognitive services as well as managing risks. Students are expected to apply concepts learned in class to prepare a business plan that provides the blueprint for buying an existing independent community pharmacy or developing a new pharmacy.

**PMD 711 COLLABORATIVE LEARNING PRACTICUM III (1)**

This is the third course in the six-term sequence. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

**PMD 712 COLLABORATIVE LEARNING PRACTICUM IV (1)**

This is the fourth in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

**PMD 715 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE II A, B (2)**

This pharmacy practice experience is designed as a progression of the pharmacy practice experiences of the student's first professional year. During the first week of this two-week experience, students work under the supervision of pharmacist preceptors in a community pharmacy (A) assessing self-care problems and recommending lifestyle changes and non-prescription products to manage self-limiting problems. In the second week, students gain experience in a long-term care facility (nursing home, B) assessing drug-related problems in an elderly population. Students reflect on their experiences in both settings. Students may also complete other assignments at the request of their preceptor.

**PMD 716 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE II C,D (2)**

This is the fourth of six introductory practice experiences. During this two-week experience students work under the supervision of pharmacist preceptors in a long-term care facility (C) to follow-up on their experience of the previous term, and continue to complete an additional one-week community pharmacy experience in managed-care (D). Students reflect on their experiences in both settings. Students may also complete other assignments at the request of their preceptor.

**PMD 801 U.S. AND NYS PHARMACY LAW (2)**

This course introduces students to the federal and New York state laws and regulations which govern the practice of pharmacy and regulate the manufacture and distribution of drug products and devices. Students learn the basic principles of tort law and professional malpractice. Students apply concepts learned in class to the analysis of case studies. Students review the historical events that have shaped today's professional pharmacy practice, and learn about the drug development and distribution system from a legal perspective.

**PMD 803 PHARMACOTHERAPEUTICS V GI (4)**

This course is the fifth in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of gastrointestinal, nutritional, and skin, bone and joint disorders including gastroesophageal reflux, peptic ulcer, inflammatory bowel disease, nausea, vomiting, diarrhea, constipation, irritable bowel syndrome, pancreatitis, viral hepatitis, obesity, osteoporosis, rheumatoid arthritis, osteoarthritis, gout, acne vulgaris, and psoriasis.

**PMD 804 PHARMACOTHERAPEUTICS VII (4)**

This course is the seventh in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of oncologic, hematologic, and immunologic disorders including breast, lung, ovarian, colorectal and prostate cancers, lymphomas, leukemias, melanoma, hematopoiesis, anemias, coagulation disorders, sickle cell anemia, Systemic Lupus Erythematosus, solid organ transplantation and allergic drug reactions.

**PMD 805 PHARMACOTHERAPEUTICS VI (4)**

This course is the sixth in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes.

Specific topics covered will include the pharmacotherapy of infectious diseases of the respiratory tract, skin, and soft tissue, tuberculosis, parasitic diseases, urinary tract infections, sexually transmitted diseases, sepsis, fungal infections, and human immunodeficiency virus infection.

### **PMD 808 PHARMACOTHERAPEUTICS VIII (2)**

This course enables students to gain foundational knowledge of the biological and psychosocial aspects of substance abuse and chemical dependency. Students learn about various substances of abuse that alter mood, level of perception, or brain functioning. Students are able to describe procedures for the identification, referral, and treatment of addictions, and support mechanisms for individuals recovering from addictions. In the latter part of the course, students learn about the assessment and treatment of exposure to common toxic substances, and the structure and function of poison control centers.

### **PMD 810 POPULATION-BASED HEALTH CARE (2)**

Students learn how pharmacists contribute to the delivery of effective, quality health and disease prevention services. Students learn to apply population-specific data, quality assurance strategies, and processes to assure access to rational, safe and cost-effective drug therapy. Students also learn to utilize health-related quality of life measures and decision analyses to assess the health status of individuals in the U.S. healthcare system, and make comparisons to individuals within other global systems. Utilizing the economic and epidemiologic principles learned in class, students critique peer-reviewed public health literature and develop a framework for a group research project that will be completed during the Advanced Pharmacy Practice Experience of the fourth professional year.

### **PMD 811 COLLABORATIVE LEARNING PRACTICUM V (1)**

This is the fifth in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

### **PMD 812 COLLABORATIVE LEARNING PRACTICUM VI (1)**

This is the final course in the six-term sequence. Students participate in team-based learning to foster a deeper

understanding of course material, and develop necessary skills through case discussion and other active learning methods.

### **PMD 813 SEMINAR AND JOURNAL CLUB I (1)**

Students demonstrate effective communication and organizational skills by preparing, delivering, and evaluating professional seminars.

### **PMD 814 SEMINAR AND JOURNAL CLUB II (1)**

Students demonstrate effective communication and organizational skills by preparing, delivering, and evaluating professional seminars.

### **PMD 815 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE III A-D (2)**

Practice experiences in the third year are designed as a progression of the intermediate experiences of the second year. In the fall semester of third-year, students are assigned to complete two one-week experiences. In order to prepare for the Advanced Pharmacy Practice Experiences of the fourth year, students have increasing levels of responsibility for patient care. Working under the supervision of a pharmacist preceptor, students assess drug-related problems in patients in an acute care setting (A), ambulatory care setting (B), work within an inter-professional team evaluating patient problems (E) or complete a service-learning project (D). Students reflect on their experiences in the assigned settings. Students may also complete other assignments at the request of their preceptor.

### **PMD 816 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE III A-D (2)**

Students are assigned to complete the two one-week experiences which they did not complete in the fall semester. Students have increasing levels of responsibility for patient care in preparation for the Advanced Pharmacy Practice Experiences of the fourth professional year. Working under the supervision of a pharmacist preceptor, students assess drug-related problems in patients in an acute care setting (A), ambulatory care setting (B), work within an inter-professional team evaluating patient problems (C) or complete a service-learning project (D). Students reflect on their experiences in the assigned settings. Students may also complete other assignments at the request of their preceptor.

### **PMD 902, 904, 90G, 908, 910, 912 AND 914 ADVANCED PHARMACY PRACTICE EXPERIENCES (6)**

The Advanced Pharmacy Practice Experience provides practice opportunities that require students to assume responsibility for the outcomes of drug therapy. Students develop mastery of the educational outcomes during five required and two elective rotations. Required rotations include acute care, ambulatory care, advanced institutional pharmacy, advanced community pharmacy and a health and wellness project. Students also choose two elective rotations covering a variety of pharmacy settings, such as long term care, nuclear pharmacy, home infusion, geriatrics, pediatrics, managed care, oncology and psychiatric pharmacy.

### **PSC 652 POLITICS AND ECONOMICS OF HEALTH (3)**

This course examines the relationship 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, vital signs, perceived exertion, transfer training, gait training, use of assistive devices and functional examination including upper and lower quadrant screening. Related concepts include professional communication (verbal and non-verbal); documentation; and patient, family and community education. Format: lecture, discussion, group and individual presentations, with possible fieldwork. *Prerequisites: graduate standing in the major, BIO 639, PT 506, PT 508 and PT 553*

### **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, vital signs, perceived exertion, transfer training, gait assessment

and training, and functional examination including upper and lower quadrant screening. Lab experiences include skill development in goniometric, manual muscle testing, vital signs, perceived exertion, positioning, draping, transfer and gait training and wheelchair measurement and mobility. Fieldwork experiences may be included. *Prerequisites: graduate standing in the major, BIO 639, PT 506, PT 508, and PT 553*

### **PT 502 PATHOPHYSIOLOGY FOR PHYSICAL THERAPISTS (3)**

Knowledge of the pathology of disease has always stood as one of the fundamental prerequisites to safe and effective health care practice. 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 the student with how the systems of the body function and malfunction in disease with regard to healing, inflammation, infection, immune response, and neoplasia. Most importantly, you will learn the implications of these pathologic conditions on the physical therapist. *Prerequisites: graduate standing in the major.*

### **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. *Prerequisites: graduate standing in the major.*

### **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 and world models), definition of the health care professional in general, and specifically the P.T., including the scope of practice, the APTA, Standards of Practice, the Practice Guide, and Code of Ethics. Class discussions are an important part of this class. *Prerequisites: graduate standing in the major.*

### **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: graduate standing in the major. 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: graduate standing in the major. Corequisites: PT 506 Lecture*

### **PT 509 LIFE SPAN DEVELOPMENT (2)**

This course examines physical, cognitive, and psychosocial aspects of normal human development as they relate to physical therapy practice. *Prerequisites: graduate standing in the major., PT 500, PT 510, PT 553 and PT 554*

### **PT 509L LIFE SPAN DEVELOPMENT LAB (1)**

This laboratory section provides the foundation for the understanding of normal development from birth through adolescence. This lab will encompass the assessment of developmental reflexes, righting and equilibrium responses, stages of motor control and fundamental movement patterns. Laboratory experiences include skill development in specialized testing techniques and observation of normal development. *Prerequisites: graduate standing in the major., PT 500, PT 510, PT 553 and PT 554*

### **PT 510 BASIC SKILLS II (2)**

This course, in conjunction with knowledge and skills acquired in Basic Skills I, introduces clinical skills essential for practice entry. Practice competencies will include but are not limited to integumentary assessment (e.g. wound care), the therapeutic use of electro-modalities, massage, 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. *Corequisite: PT 500 Prerequisites: BIO 639, PT 506, PT 508 and PT 553*

### **PT 510L BASIC SKILLS II LAB (1)**

Practice competencies will include but are not limited to the therapeutic use of electro-modalities, massage, wound management, 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. *Corequisite: PT 500 Prerequisites: BIO 639, PT 506, PT 508 and PT 553*

### **PT 513 PATIENT/CLIENT MANAGEMENT IN ORTHOPEDIC PHYSICAL THERAPY I (2)**

The course is designed to develop student skills in the areas of musculoskeletal examination, evaluation and intervention for patients with dysfunction of the spine

and its related structures. Competencies to be acquired include the ability to effectively plan all components of the physical examination, evaluate examination findings, develop a functional and medical diagnosis when appropriate, and identify appropriate interventions necessary to address patient impairments, functional limitations, and disabilities. Intervention strategies presented will include manual therapy, exercise prescription, and modalities/physical agents. An understanding of the functional anatomy of spinal structures will be emphasized as they relate to patient management in orthopedics. *Prerequisites: BIO 639, PT 553, PT 554, PT 508, PT 500 and PT 510*

**PT 513L PATIENT/CLIENT MANAGEMENT IN ORTHOPEDIC PHYSICAL THERAPY I LAB (2)**

This course presents examination, evaluation and intervention strategies for management of patients presenting with local musculoskeletal pain syndromes, postoperative orthopaedic rehabilitation, and degenerative dysfunction. Lab experiences include skill development in specialized manual orthopaedic approaches, therapeutic exercise, patient case management, and problem solving techniques. *Prerequisites: BIO 639, PT 553, PT 554, PT 508, PT 500 and PT 510*

**PT 512 FUNCTIONAL ANATOMY (1)**

This is the didactic portion of PT 512. The physical therapist must have a strong understanding of human anatomy and its relationship to both normal functional movement as well as dysfunction of the neuromusculoskeletal system in order to effectively examine, evaluate and provide interventions for their clients in a clinical practice setting. This course is organized to build upon the knowledge students acquired in BIO 339 Human Gross Anatomy through a region by region detailed analysis of specific anatomic structures and their function as related to clinical physical therapy practice. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy of the spine and its related structures as well as the extremities will be examined. This course includes lecture experiences. *Prerequisites: BIO 639, PT 506*

**PT 512L FUNCTIONAL ANATOMY LAB (1)**

This is the laboratory component of PT 512. The contemporary physical therapist requires advanced skills for the palpation and identification of specific anatomic structures related to the examination, evaluation and application of interventions

for the clinical management of clients with neuromusculoskeletal dysfunction. This course is designed to build upon knowledge acquired in BIO 339 Human Gross Anatomy by further developing the students' ability to perform both superficial and deep palpation of selected anatomic structures related to clinical practice in physical therapy. Students are also introduced to basic neuromusculoskeletal examination procedures and their clinical application and interpretation as related to functional anatomy and normal human movement and structure. This course is presented in laboratory format.

**PT 514 INTEGUMENTARY EXAMINATION AND INTERVENTION FOR PHYSICAL THERAPISTS (2)**

This course will provide an in depth examination of the integumentary system including wound healing and risk factors associated with pathology to the integumentary system. Physical therapy examination techniques and interventions are included. *Prerequisites: BIO 510*

**PT 515 PROFESSIONAL DEVELOPMENT I (1)**

This course examines the development of effective communication skills that are essential for effective patient/practitioner interaction. Along with verbal and non-verbal skills, this course facilitates self-awareness, multicultural awareness, and awareness of current professional issues as they apply to PT practice, the management of health care, and medico-legal concerns. *Prerequisites: graduate standing in the major, PT 513, PT 552 and PT 509*

**PT 518 BIOMECHANICS AND FUNCTIONAL KINESIOLOGY FOR THE PHYSICAL THERAPIST (2)**

This is the didactic portion of PT 518. 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. 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 and kinetics 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 included lecture experiences. *Prerequisites: BIO 639, PT 506 and PT 512.*

**PT 518L BIOMECHANICS AND FUNCTIONAL KINESIOLOGY FOR THE PHYSICAL THERAPIST LAB (1)**

This is the laboratory portion of PT 518. 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 movements will be emphasized. Both normal and pathological movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course utilizes experiences.

**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: graduate standing in the major, PT 613*

**PT 550 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.

**PT 552 PATIENT/CLIENT MANAGEMENT IN CARDIOPULMONARY PHYSICAL THERAPY (2)**

This course covers principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing and prescription.

*Prerequisite: graduate standing in the major, PT 500, PT 510 and PT 506*

*Corequisite: PT 552 Seminar, PT 552 Lab*

**PT 552S PATIENT/CLIENT MANAGEMENT IN CARDIOPULMONARY PHYSICAL THERAPY (0)**

Students work in small groups to address questions addressing prepared cases integrating the areas of cardiopulmonary and neuromuscular physical therapy. Expert clinicians review student responses and offer feedback and comment via web-based communication. Note: This course offering is in modular form delivered as distance learning in conjunction with PT 552 Lecture.

*Prerequisite: graduate standing in the major, PT 500, PT 510 and PT 506*

**PT 552L PATIENT/CLIENT MANAGEMENT IN CARDIOPULMONARY PHYSICAL THERAPY LAB (1)**

This course includes principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing *Prerequisite: graduate standing in the major, PT 500, PT 510 and PT 506* *Corequisite: PT 552 Lecture and PT 552 Seminar*

**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 coursework and recommendation of program faculty*

**PT 602 NEURODEVELOPMENTAL PHYSICAL THERAPY IN PEDIATRICS (2)**

This course provides the foundation for physical therapy examination and treatment of individuals with emphasis on neurodevelopment and developmental disabilities in the pediatric population.

This course explores the examination, evaluation and intervention strategies for the patient with movement dysfunction as a result of neurodevelopmental pathology. Concepts include: family dynamics, multi-setting interventions, advocacy and consultation. Identification of environmental risks will be explored.

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

**PT 602L NEURODEVELOPMENTAL PHYSICAL THERAPY IN PEDIATRICS LAB (1)**

This laboratory section provides the foundation for performance of the physical therapy examination and treatment of individuals with emphasis on neurodevelopmental and other chronic disabling conditions in a pediatric population. This lab will encompass examination, evaluation, and intervention for the patient with neurodevelopmental system pathology. Laboratory experiences include skill development in specialized techniques, patient case management and problem solving techniques. *Prerequisites: PT 500, PT 509, PT 510 and PT 603*

**PT 603/603S 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: graduate standing in the major and GRA 601 or equivalent*

**PT 604 CLINICAL ORIENTATION SEMINAR III (0)**

This seminar covers the administration of the clinical portion of the PT curriculum. The class will have the opportunity to ask questions and discuss the clinical experience and the Clinical Performance Instrument (CPI) as well as the new CPI web-based tool that is used as the

evaluation tool by their clinical instructors. The development of the clinical instructor is introduced. Selection of the third clinical fieldwork placement (PT 675) will occur. Clinical professional preparation for the fieldwork experiences (PT 674 and 675) will also be included in this administrative course. *Prerequisites: PT 503, PT 504, eligible for PT 574*

**PT 606 NEUROMUSCULAR ASSESSMENT AND INTERVENTION IN THE ADULT POPULATION (2)**

This course provides the foundation for physical therapy examination and treatment of individuals with emphasis on neuromuscular and other chronic disabling conditions in an adult population. This course explores the examination, evaluation, and intervention strategies for the patient with movement dysfunction as a result of neuromuscular system pathology. Concepts include the following: theory and evidence based intervention strategies, patient education, multi-disciplinary care, family dynamics, multi-setting interventions, and consultation. *Prerequisites: PT 500, PT 509, PT 510 and PT 603*

**PT 606L NEUROMUSCULAR ASSESSMENT AND INTERVENTION IN THE ADULT POPULATION LAB (1)**

This laboratory section provides the foundation for performance of the physical therapy examination and treatment of individuals with emphasis on neuromuscular and other chronic disabling conditions in an adult population. This lab will encompass examination, evaluation, and intervention for the patient with neuromuscular system pathology. Laboratory experience includes cranial nerve testing, neuromuscular therapeutic handling techniques, and therapeutic exercise prescription for a neurologic patient population. *Prerequisites: PT 500, PT 509, PT 510 and PT 603*

**PT 613 PATIENT/CLIENT MANAGEMENT IN ORTHOPEDIC PHYSICAL THERAPY II (2)**

The course is designed to develop student skills in the areas of musculoskeletal examination, evaluation and intervention for patients with dysfunction of the extremities and their related structures. Competencies to be acquired include the ability to effectively plan all components of the physical examination, evaluate examination findings, develop a functional and medical diagnosis when appropriate, and identify appropriate interventions necessary to address patient impairments, functional limitations and disabilities. Intervention strategies

presented will include manual therapy, exercise prescription, and modalities/physical agents. An understanding of the functional anatomy of peripheral structures will be emphasized as they relate to patient management in orthopedics. *Prerequisite: PT 513*

**PT 613L PATIENT/CLIENT MANAGEMENT IN ORTHOPEDIC PHYSICAL THERAPY II LAB (2)**

This course is designed to develop student skills in the areas of clinical examination/evaluation and intervention for the comprehensive management of individuals with musculoskeletal dysfunction related to pain syndromes, post-operative diagnoses, and degenerative processes. Lab experiences include instruction in problem solving strategies and hands-on assessment and treatment techniques as well as the development and implementation of specific exercise programs. *Prerequisite: PT 513*

**PT 614 HEALTH AND WELLNESS PROMOTION IN PHYSICAL THERAPY (3)**

The course will cover concepts of prevention, health, wellness, health promotion and education in physical therapy practice. Analysis of personal health behaviors and the role of physical therapists in promotion and planning of personal and community health programs, and population health initiatives will also be included. Content includes models of health promotion, health beliefs, needs assessment, health screening, and community health planning/implementation/evaluation. Application of prevention and wellness strategies within the scope of physical therapy practice is explored. Goals of the World Health Organization and Health People 2020 will be examined as they related to health and wellness, particularly physical activity and nutrition. *Prerequisites: PT 500, PT 510 and PT 603*

**PT 615 PROFESSIONAL DEVELOPMENT II (1)**

This course builds on knowledge and development of effective clinical communication skills that were established in PT 515. Along with advancement of clinical verbal and non-verbal skills development, this course facilitates increased awareness and sensitivity of multicultural issues as well as discussion of how current professional issues influence PT practice, delivery and management of health care. *Prerequisite: PT 515*

**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 602, PT 606*

**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 602, PT 606; 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. Program required course. *Prerequisites: Graduate year two 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 synthesize 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 I (1)**

This is the first 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. Electronic communications link faculty and clinical experts with students for discussion of student-generated case reports relevant to concurrent fieldwork. Format: distance learning seminar *Prerequisite: PT 615; corequisite: PT 674*

**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 demonstration 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)**

This course will provide 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 three status in the D.P.T. major or permission of instructor.*

**PT 704 CLINICAL ORIENTATION SEMINAR IV (0)**

This seminar 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 II ( 2)**

This is the second 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 of 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 professional career goals. Format: distance learning seminar. *Prerequisites: PT 603; corequisite: PT 720 or permission of academic advisor and course instructor.*

**PT 725 CLINICAL FIELDWORK IV (5)**

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 roles of the physical therapist. 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. (10 weeks, full-time fieldwork) *Program required course.*

**PT 730 PROFESSIONAL CLINICAL INSTRUCTION (0)**

Supervision of student learning in a clinical setting is important for the advancement of the P.T. profession. As a P.T. seeks to advance their education to a doctoral level it becomes equally important to assure that the P.T. is equipped with the skills needed to perform this supervision. The APTA Credentialed Clinical Instructor Program provides the methods and skills needed to effectively supervise students of all levels in the clinic. *Prerequisite: Matriculation in tD.P.T. Program*  
*Corequisite: APTA Credentialed Clinical Instructor Program*

**PT 799 NATIONAL PHYSICAL THERAPY EXAM (NPTE) EXAMINATION PREPARATION (0)**

This administrative course assists student in self-assessment of learning with preparation and practice to take the National Physical Therapy Examination upon graduation from the program. The NPTE is a 200 question, 4 hour computer-based examination which summatively evaluates a graduate's safety and competency to be licensed in the profession. This course provides the framework for one practice attempt simulating the 200-question, computer-based exam needed for licensure serving as a formative self-assessment from which each student will develop an individualized study/review plan facilitated by selected review sessions monitored by program faculty based on the analyses of the pre-test.

**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. *Prerequisites: SED 643.*

**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. *Prerequisites: SED 643.*

**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 649 CURRICULUM PLANNING IN SPECIAL EDUCATION (3)**

This course emphasizes curricular design and instructional planning and implementation to address methods, strategies and techniques for improving cognitive and social learning for individuals with disabilities. *Prerequisites: SED 643.*

**SED 661 STUDENT TEACHING SEMINAR (1)**

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

**SED 662 PRACTICUM IN SPECIAL EDUCATION (5)**

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 671 STUDENT TEACHING SEMINAR (1)**

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

**SED 672 PRACTICUM IN SPECIAL EDUCATION (5)**

This course is a 14-week (five days a week), college-supervised teaching experience in special education for adolescence 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 680 PORTFOLIO CAPSTONE COURSE (3)**

This capstone consists of a standalone 3-credit course that takes place concurrently with student teaching. In this course, candidates are challenged to integrate theory and evidence based practices with an emphasis on self-reflection. Candidates are responsible for compiling and refining a portfolio of key assignments from their academic program. Finally, candidates produce a culminating analytical reflection based upon the key assignment, student teaching and the education department's Conceptual Framework. This course must be taken in conjunction with EDU 682 or EDU 692, SED 662 or SED 672 or TSL 668.

**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.*

**TSL 654 COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) (3)**

This course is designed to provide students with a mix of theory and practice. Emphasis is on the use of CALL in the ESL/FL classroom.

**TSL 652 CURRICULUM PLANNING IN TESOL (3)**

This course aims to cover the entire process of curriculum development from needs analysis to course evaluation, as

well as the selection, adaptation, and use of materials for various instructional purposes in the ESOL classroom. Emphasis in this course is on ESOL curricular design and instructional planning to address the special development and educational needs of students in Pre-K through 12 settings. 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 national, state, district, school, and classroom levels, along with the roles and responsibilities of administrators, teachers, school staff, students, and community members.

**TSL 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.

**TSL 660 APPLIED LINGUISTICS AND GRAMMAR (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.

**TSL 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.

**TSL 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.

**TSL 663 TESOL 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.

**TSL 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.

**TSL 667 TESOL 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.

**TSL 668 STUDENT TEACHING PRACTICUM (5)**

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.*

**TSL 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.

**TSL 680 PORTFOLIO CAPSTONE COURSE (3)**

This capstone consists of a standalone 3-credit course that takes place concurrently with student teaching. In this course, candidates are challenged to integrate theory and evidence based practices with an emphasis on self-reflection. Candidates are responsible for compiling and refining a portfolio of key assignments from their academic program. Finally, candidates produce a culminating analytical reflection based upon the key assignment, student teaching and the education department's Conceptual Framework. This course must be taken in conjunction with EDU 682 or EDU 692, SED 662 or SED 672 or TSL 668.

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*All directories are effective as of September 1, 2012.*

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*(For a complete listing of School of Pharmacy clinical affiliations, please contact John Koford, director of experiential education at 716.829.8430.)*

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Cheektowaga, New York  
CAMBRIDGE URGENT CARE CENTRE  
Cambridge, Ontario Canada  
CANCER CARE ONTARIO  
Toronto, Ontario Canada  
CENTRE FOR ADDICTIONS AND MENTAL HEALTH  
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# TITLE IX & RETENTION

## TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. § 1681 *et seq.*, is a federal civil right law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter "schools") receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery and sexual coercion. Inquiries concerning the application of Title IX may be referred to the college's Title IX coordinator, located in the College Center, Room 111 or by calling 716.829.8198, or e-mail at [titleIXcoordinator@dyc.edu](mailto:titleIXcoordinator@dyc.edu).

## RETENTION

To comply with the Student Right-to-Know and Campus Security Act, the college must report its completion or graduation rate of full-time degree-seeking undergraduate students. For those students who entered D'Youville College in the fall of 2005, the percentages of those completing their degree program by August 2011 are the following:

Full-time, first-time college students .....	44%
Transfer students.....	62%

Research conducted across the nation on completion rates of full-time students entering as freshmen are between 40 and 49 percent depending on the research study.

Please note these statistics reflect both four year programs and five year dual-degree programs combined.

If you desire more information, please contact the director of retention services at 716. 829.7625.

## ACCREDITATION AND MEMBERSHIPS

D'Youville College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, Telephone 215.662.5606, Fax 215.662.5501.

The baccalaureate and master's degree programs in nursing are accredited by the Commission on Collegiate Nursing Education. Courses of instruction are registered with the Office of Higher Education of the New York State Education Department.

- Accreditation Council for Education in Nutrition and Dietetics
- Accreditation Council for Occupational Therapy Education
- Accreditation Council for Pharmacy Education
- Accreditation Review Commission on Education for the Physician Assistant
- American Association for Higher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Professors
- American College Health Association
- American Council on Education
- American Library Association
- American Management Association
- American Society for Training and Development
- Association for Gerontology in Higher Education
- Association of American Colleges
- Association of College Unions International
- Association of Colleges and Universities of the State of New York
- Association of Governing Boards
- College Entrance Examination Board
- College Stores Association of New York State
- College Student Personnel Association
- Commission on Accreditation for Physical Therapy Education
- Commission on Accreditation of the Council on Chiropractic Education
- Commission on Collegiate Nursing Education
- Commission of Independent Colleges and Universities of the State of New York
- Continuing Education Association of New York
- Council for Advancement and Support of Education
- Council of Deans and Directors of Nursing Senior Colleges and Universities in New York State
- Independent College Fund of New York
- International Assembly for Collegiate Business Education
- Kappa Gamma Pi
- Lambda Sigma Society
- Medical Library Association
- Middle States Association of Collegiate Registrars and Admissions Officers
- Middle States Commission on Higher Education
- National Association of College Admissions Counselors
- National Association of College Attorneys
- National Association of College Stores
- National Association of College and University Business Officers
- National Association of Student Personnel Administrators
- National League for Nursing
- National Organization of Nurse Practitioner Faculties
- National Student Financial Aid Association
- New York State Library Association
- New York State Personnel Guidance Association
- New York State Regents Accreditation of Teachers Education
- Niagara Frontier Industry-Education Council, Inc.
- Northeast Association of Pre-Law Advisors
- Sigma Theta Tau
- Society for College and University Planning
- Western New York Campus Exchange
- Western New York Consortium of Higher Education
- Western New York Library Resources Council

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