

Graduate School

# D'Youville

take your career to the next level

**GRADUATE & PROFESSIONAL  
DEGREE PROGRAMS  
ACADEMIC CATALOG**

**2015-2016**

# **GRADUATE AND PROFESSIONAL DEGREE PROGRAMS ACADEMIC CATALOG 2015-2016**

**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. This catalog is not a contract or an offer to contract.

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.

While D'Youville College makes strenuous efforts to contain costs, it reserves the right to increase tuition or fees without prior notice. D'Youville College also reserves the right to change its policies and requirements, without notice, for admission, conduct, coursework, graduation and other regulations affecting students. These regulations may govern current and new students and shall be effective when determined by D'Youville College. It is the student's responsibility to keep well-informed with respect to such regulations appearing in D'Youville College publications.

Inquiries concerning the application of Title IX may be referred to the college's Title IX coordinators, located in the College Center, Room 111, 716.829.8198, and the Niagara Street Annex, Room 206, 716.829.7811 or by e-mail at [titleIXcoordinator@dyc.edu](mailto:titleIXcoordinator@dyc.edu).

## 2015-2016 CALENDAR

### FIRST SEMESTER 2015

August 10	School of Pharmacy Classes Begin
August 24	First Day of Classes
September 7	Labor Day (college closed)
October 12	Columbus Day (observed), Canadian Thanksgiving (college closed)
November 25-29	Thanksgiving Holidays
November 30	Classes Resume
December 7-12	Final Examinations
December 12	Final Day of Semester

### SECOND SEMESTER 2016

January 11	School of Pharmacy Classes Begin
January 18	Martin Luther King Jr. Day (observed - college closed)
January 19	First Day of Classes
February 15	College Closed
February 15-16	Winter Break (no classes)
February 17	Classes Resume
March 21-28	Spring Break (no classes)
March 25	Good Friday (college closed)
March 29	Classes Resume
May 7	Last Day of Classes
May 9-14	Final Examinations
May 14	Last Day of School of Pharmacy Classes
May 14	Final Day of Semester
May 20	Baccalaureate Service
May 21	Commencement

## 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 area of study.

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, 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, health services management, exercise and sports studies, pre-professional programs and education. Graduate programs are offered in nursing (family nurse practitioner), education (elementary, special and TESOL), health services administration, international business, MBA, and occupational therapy. Dual/combined degrees are offered in dietetics, international business, physician assistant, occupational therapy and education (special, childhood). D'Youville also features an early admissions assurance program for pharmacy and certificate programs in advanced orthopedic physical therapy, clinical research associate, family nurse practitioner, health services administration and long-term care administration.

D'Youville offers the Ed.D. in health administration as well as in educational leadership. Professional doctorates are offered in chiropractic (DC), pharmacy (PharmD), physical therapy (DPT) and doctor of nursing practice (DNP).

D'Youville College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The baccalaureate degree in nursing, the master's degree and the doctor of nursing practice degree at D'Youville College is accredited by the Commission

on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, 202.887.6791. The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, Md., 20814-3449. The ACOTE's phone number c/o AOTA is (301) 652. AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). 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. All business programs are accredited by the International Assembly for Collegiate Business Education (IACBE). The combined B.S./M.S. dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics 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 education department, leading to a New York state teacher certification, are accredited by Regents Accreditation of Teacher Education (RATE). The doctor of pharmacy program at D'Youville College is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, Illinois, 60602-5109; Fax: 312.664.4652 or 312.664.7008. 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, telephone: 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.

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

During her life, Marguerite assumed the responsibility for administering the General Hospital of Montreal, founded homes for the poor and aged and cared for unwed mothers, orphans, and sick and wounded military men, regardless of their allegiance.

She earned the title Mother of Universal Charity, insisting that, "The poor must know that we never refuse to serve." On Dec. 9, 1990, she was declared St. Marguerite d'Youville in St. Peter's Basilica, Rome.

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

### 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.

### VISION

D'Youville's exceptional programs, inspiring faculty and service orientation will make it a first choice university for students.

### CORE VALUES

1. A comprehensive education, grounded in the liberal arts and sciences, is a divine gift bestowed for the well-being of the educated individual and the community.
2. Providing a premier education with significant value to students is our primary purpose.
3. Education continues throughout a person's life.
4. Service to others, as part of the educational experience, fosters empathy, compassion and reliability.
5. Students have a responsibility to engage in the learning process and the college is responsible for helping students to succeed in their academic endeavors.
6. D'Youville embraces diversity among its students, faculty, staff and trustees.

7. Because we are all brothers and sisters within God's family we treat all people with dignity and compassion and care for all of creation with gratitude for God's gifts.
8. Decisions are made based on the DYC mission and values, and the best information available at the time.
9. We act with integrity, following through on our promises

### HONORS CONVOCATION

Honors Convocation is a unique event of the academic year. Its purpose is to recognize the academic achievements of some of the top students, as well as those students who not only achieve academic success but also show great leadership ability, service to the community and compassion for their fellow students.

Each academic department honors select students for their academic achievements. Scholarships are awarded by the Student Association. The prestigious J. Warren Perry Scholarship is also awarded to a student in a health care program.

Students selected for *Who's Who in American Colleges and Universities*, Lambda Sigma (the sophomore honor society), Pinnacle (the adult student honor society) and Kappa Gamma Pi are also recognized.

Finally, the most prestigious awards that the college presents to students—the D'Youville Medal, the Grey Nuns of the Sacred Heart Medal, the Lee Conroy Higgins Award and the St. Catherine's of Alexandria Medal—are also bestowed on three students.

### HONORARY AWARDS

**The D'Youville Medal** is awarded annually to a senior who, exemplifying the spirit and ideals of the college, is deemed outstanding for achievement, service and loyalty to the college.

**Grey Nun of the Sacred Heart Medal** is awarded annually to a graduate student who has demonstrated outstanding academic achievement as well as service to the college and the larger community.

**The Lee Conroy Higgins Award**, presented annually by the alumni association, recognizes a senior for outstanding support of and involvement in campus activities and shows concern for fellow students.

**The St. Catherine of Alexandria Medal**, presented by the Buffalo Chapter of Kappa Gamma Pi, is awarded annually to a junior who is outstanding in scholarship and notable for service to the college and community.

Candidates for these awards are nominated by the faculty and employees of the college, with final selection by an ad hoc committee.

Department awards are conferred annually on those students who demonstrate mastery of subject content and exemplify service to the college and community.

### 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.

### THE COLLEGE COMMUNITY

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

**Faculty:** Because D'Youville is a teaching college, faculty members regard instruction rather than research as their first priority. They hold degrees from leading universities in the United States and abroad, including Columbia, Bombay, Dublin, Berkeley and Toronto. They represent many ethnic and religious backgrounds, a diversity that adds to the richness of academic life at D'Youville.

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

### COMMUNITY SERVICE

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Campus Ministry offers many volunteer opportunities designed to encourage student, faculty and staff participation in the community. Specific volunteer efforts organized by Campus Ministry include: Habitat for Humanity, Adopt a

Grandparent, alternate fall and spring break service opportunities, Lending a Hand (an intensive five-to-seven-day community service endeavor) and a variety of fund raisers for local community agencies. Campus Ministry also assists in connecting D'Youville College persons to local agencies with volunteer opportunities in Buffalo's West Side community and Western New York.

### Community Outreach

D'Youville builds on its mission of service by providing innovative community outreach programs to support its students and the surrounding West Side and greater Buffalo communities. The college works to enhance the quality of life for the students and communities it serves by providing greater access to higher education through a variety of sponsored programs. These programs are designed to create opportunities for collaboration and partnership between the area's K-16 systems and community-based organizations.

The purpose of the Health Careers Opportunity Program (HCOP) 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.

The purpose of the Nursing Workforce Diversity program is to increase nursing education opportunities for individuals who are economically and/or academically disadvantaged. The Nursing Workforce Diversity program provides

academic support to 25 freshmen nursing students from diverse backgrounds to improve retention in the nursing program. The pre-entry component located at East High School provides college and career preparation opportunities to 30 high school students to support entry into nursing by providing mentoring, tutoring, career exploration, SAT preparation and character development. Both aspects of the program aim to increase nursing workforce diversity.

The purpose of the Upward Bound program is to provide year round support services for high school students in the City of Buffalo who have the desire, motivation and potential to pursue and complete an post-secondary degree. The student population served falls under the federal TRIO guidelines of low-income, first generation, and/or academically "high risk" students. The services provided to the students include, but are not limited to academic tutoring and advisement, enrichment activities, standardize test preparation, cultural & social field trips, leadership and character development and an exciting six-week summer program.

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.

**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 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.

**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. The residence life office, health center and personal counseling are located on the first floor.

**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.

**Niagara Annex (1991)** - 631 Niagara Street 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.

**Montante Family Library (1999)**

The four-story library serves as the research center of the campus. It contains approximately 100,000 volumes and subscribes to almost 500 print journals. The library's catalog and 90+ databases provide access to over 70,000 unique full text journals and over 50,000 e-books, which are available to students from both on and off campus. Librarians are available 96 hours per week and can provide one-on-one research assistance at any time as well as classroom information literacy instruction by appointment. In

addition to print and electronic resources, the library collection includes a variety of software and equipment, a large DVD collection, skeletal models for study and more. The library also houses the college archives, where rotating displays highlight resources of significant value to the college. A 96-station computer lab, study rooms, and wireless connectivity and printing are also available.

**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 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)**

This 93,000 square-foot building 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.

**Dr. Charles and Mary Schweitzer Bauer School of Arts, Sciences and Education Building (2015)**

To open in the fall of 2015, this multi-complex building will be the home for the School of Arts, Sciences and Education as well as the business program. The 85,000 square-foot academic center will be state-of-the-art, and include science, computer and fine arts laboratories, smart classrooms, faculty offices and conference rooms, along with a cafe and student lounge space.

**Dobson Athletic Fields and Fieldhouse (2014)**

Opened in August 2014, D'Youville constructed a multi-purpose, synthetic turf athletic field as well as an athletic fieldhouse and field maintenance storage building. The college has a growing athletic program and currently participates in NCAA Division III athletics. Teams utilizing the new field include women's softball as well as men's and women's soccer.

**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 17,000 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 17,000 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 Sister Mary Charlotte Barton Alumni Kinship 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, the Lee Conroy Higgins Award and the Young Alum Award.

## ALUMNI ASSOCIATION BOARD OF DIRECTORS 2014-2015

### President:

Jodene Vrana Cunningham '89

### Vice President:

Deanna Rusek '11

### Recording Secretary:

Ruth Reilly Kelly '89

Kelly Biehls '09

Amy Cummiskey '88

Christina Barth Eberl '67

Dick Hanaburgh '11, '14

Caroline Farrell '09

Christina Joyce '10

Erin McCarthy Hanaburgh '11

Dorothy Higgins McNicholas '69

Maggie O'Brien '11

Todd J. Potter, Jr. '12

Elaine Juliano Regan '64

### Ex-officio Members:

#### Director of Alumni Relations:

Meg Rittling

### Student Association Representatives:

Michael Helmicki

Kristen McMurtree

# STUDENT LIFE

## SERVICES TO STUDENTS

### TECHNOLOGY ON CAMPUS

The office of information services is responsible for the technological services of the college. It includes four divisions: computer network services, administrative computing services, labs and media services and e-learning services.

Computer network services maintains the Internet backbone, wireless and wired data and phone infrastructure of the campus. Its help desk function in the library provides first line of assistance to the students, faculty and staff. The help desk services include removal of viruses, etc. And assistance on hardware and software problems of desktops, laptops, tablets, and smart phones. The evaluation services and minor repairs are provided to the students for free.

Administrative computing services maintains the core software that the college uses for its daily operations. This office is responsible for implementing a newly-purchased software system, Ellucian Colleague, which upon completion will integrate relevant data from all offices so a student can use a web portal to access his or her academic, financial aid and billing information.

Labs and media services coordinates computer classrooms, computer labs and instructional media services. Two general-purpose computer labs are available to the students and they are located in the lower level of the Montante Family Library and the first floor of the D'Youville Academic Center (DAC). The DAC lab is available year-round on a 24\*7 basis. The lab in the basement of the library follows the schedule of the library. It is usually open from 7 a.m. to 11 p.m. This office is also responsible for smart classrooms which are available in all academic buildings: the new School of Arts, Sciences and Education building, the library, the Bauer Family Academic Center (BFAC), the Dr. Pauline Alt Building (ALT), the D'Youville Academic Center (DAC), and the D'Youville Education Center (DEC).

The objective of e-learning services is to support the students and the faculty in the environment of Internet-based distance education. It manages the moodle learning management system and offers a variety of technology training for the students, e.g. how to use MSWord to format course papers, theses and dissertations.

Both labs and media and e-learning services support digital video recording and production and provide post-production video editing for students, faculty and staff.

### 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

The campus security department is a division of U.S. Security Associates. As the need arises, security is empowered by the college to take whatever actions are necessary to maintain order, enforce campus discipline and to ensure the safety of all students and employees. This especially applies to emergency situations that need immediate attention. In addition, a campus safety escort is provided on campus by security to further ensure student and employee safety. Information on the college's crime statistics are located at the U.S. Department of Education website, <http://ope.ed.gov/security>. Student may also contact the vice president for student affairs at 716.829.8199.

### CAREER SERVICES CENTER

The D'Youville College Career Services Center assists all students and alumni with preparation for the job market. Individual career advisement, major-specific resume/cover letter assistance, interview preparation and job-search support are available. Related classroom workshops, on and off-campus career events and online resources help students stay updated on career and employment trends. Additional services include scholarship and graduate school essay assistance, online job posting system for current full- and part-time employment seekers and a resource to assist in locating international volunteer and internship opportunities. Alternate appointment options are available to international students and alumni living outside the area. Career services welcomes all active military and veteran students/alumni with assistance in transitioning a military to civilian resume.

**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, 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 grievance procedure and a grievance officer. Students can refer to the *D'Youville College Calendar, Resource Guide & Planner* 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 through the Affordable Care Act. 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 36th 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 716.829.7774.

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**MULTICULTURAL AFFAIRS**

The office of multicultural affairs provides multicultural students with academic, social and personal support services. It seeks to foster, within the college community, a respect and appreciation of the history, traditions and culture of all students, with a focus on multicultural groups. Through educational programming, discussions, lectures, and, variety of activities; students and the college community are provided opportunities to become culturally enriched, socially responsible and leaders in the college community and beyond.

**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.

**RESIDENCE LIFE**

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 Apartments 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, 112 Marguerite Hall, 716.829.8500.

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

**VETERAN AFFAIRS OFFICE**

D'Youville College is approved by the New York State Division of Veteran Affairs and the United States Veterans Administration for training service members, veterans and their eligible dependents. D'Youville ranks fourth out of 4,000+ college/universities nationwide as a Veterans Friendly Campus. Veterans, service members, reservists, guardsmen and eligible dependents of same should contact the director of the veterans affairs office at 716.829.7836 for an application or for more information.

**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.
- The Veteran Affairs Office provides to all veterans and dependents enrolled both a mentoring and tutoring program to assist the veteran and/or dependent with the transition to college, as well as overcoming weaknesses in specific subject areas. The mentors and tutors are likewise veterans and/or dependents of veterans.
- The college has a very active Student-Veterans' of American Chapter (SVA) on campus.
- The Veteran Affairs Office has a full time social work intern along with a part-time mental health counselor, both of whom are veterans, to work with our military students and their families.
- All veterans receive up to a 50% waiver and dependents receive a 20% waiver.
- A veterans' lounge
- The Veteran Affairs Office, through the college, has a Veterans' Emergency Fund that provides funding to the military student who might be facing a financial emergency/crisis.

- The Veteran Affairs Office in conjunction with the SVA, provides our veteran population with many social and community service opportunities during the course of each semester, most of which are family inclusive.
- The Veteran Affairs Office at D'Youville College is directed by a Vietnam-Era combat veteran.

**WRITING TUTORIALS**

Professional writing tutors help guide students in their individual assignments, projects and theses at the graduate and undergraduate level. 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 make an online appointment with a writing professional by going to the D'Youville College website at [www.dyc.edu](http://www.dyc.edu) and following the link under the Academics heading to the Learning Center web page. Under the Learning Center heading, there is another link that will allow students to directly make appointments with any of the writing instructors in the Learning Center.

# 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 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 or professional 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, health administration and nursing practice 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:

1. Academic performance based on official college and/or university transcripts from all institutions attended.
2. Successful candidates for admission should be prepared to show evidence of capability to succeed in a graduate program. Generally this will follow one of the following (all grade point averages (G.P.A.s) are based on a 4.0 system):
  - a. A cumulative undergraduate G.P.A. of at least 3.0;
  - b. A cumulative undergraduate G.P.A. of at least 2.75 with a 3.0 or better in the second half of undergraduate work; or
  - c. a cumulative undergraduate G.P.A. of at least 2.75 with a 3.0 or better in the major field
3. A personal interview (not required for all programs)
4. An undergraduate course in applied statistics or demonstration of a minimum level of competency (required to take GRA 602 Statistics Seminar at D'Youville College prior to or concurrent with GRA 601 Research Methodology and Design)

### GRADUATE APPLICATION PROCESS

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

1. A D'Youville College graduate application completed for free at [www.dyc.edu](http://www.dyc.edu).
2. Official transcripts from all colleges and universities attended
3. Letters of recommendation
4. Other documents as may be required by specific graduate programs

### PERSONAL INTERVIEW

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

Appointments can be made by 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:

1. 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 academic department. These credits may or may not be eligible for transfer into D'Youville College.
2. Applicants with an undergraduate G.P.A. of at least 2.5 and show promise may submit the Graduate Record Examination (GRE) scores as requested by the program director. If the combined score on the GRE is acceptable, the applicant may be considered for provisional admission. While on provisional status, the student must meet all academic requirements of the program and must either receive grades of B or better in the first four courses in his or her graduate program, or earn a cumulative G.P.A. of at least 3.0 in the first four courses in his or her graduate program. Failure to do so will result in dismissal from the program.

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

### 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

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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 may not be available in certain programs.

**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. In addition to previously outlined requirements, all prospective international students must submit the following items:

1. D'Youville College graduate application submitted free at [www.dyc.edu](http://www.dyc.edu).
2. 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 unless otherwise noted by a special program). Applicants must submit a course-by-course evaluation or equivalent.
3. 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 non-refundable \$500 international student deposit. This deposit will be applied towards the student's tuition.
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.

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.

### HOUSING CHARGES\*\*

Marguerite Hall Residence  
and board, per semester .....\$5,590  
Apartment Residence, per semester. \$4,570  
Residence Council fee, per semester ..... \$20

\* 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>\$880</b>
<b>Tuition, per credit hour, doctoral students</b> .....	<b>\$955</b>
<b>Tuition, chiropractic, per semester</b> .....	<b>\$11,950</b>
<b>Tuition, pharmacy, per semester</b> .....	<b>\$15,200</b>
<b>Audit, per credit hour</b> .....	<b>\$552</b>
<b>Alumni audit fee, per course</b> .....	<b>\$100</b>
<b>General college fee</b>	
Full-time .....	\$130
Full-time, pharmacy and chiropractic .....	\$200
Part-time pharmacy and chiropractic .....	\$100
Part-time .....	\$65
<b>Student Association fee</b>	
Full-time .....	\$55
Part-time (per credit hour) .....	\$3
<b>Technology fee</b>	
Full-time .....	\$50
Part-time (per credit hour) .....	\$25
<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 (after Drop/Add) .....	\$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>\$20</b>
<b>Returned check charge</b> .....	<b>\$30</b>
<b>Lost refund check fee</b> .....	<b>\$20</b>
<b>Student professional liability insurance (per semester)</b> .....	<b>\$50</b>
<b>International health insurance (estimated):</b>	
August 1, 2015 – August 1, 2016 coverage .....	\$1,956
January 1, 2016 – August 1, 2016 coverage .....	\$1,141
<b>Academic gown (rental), outfitters' price, approx.</b> .....	<b>\$95-155</b>
Transcript fee .....	\$5
<b>Laboratory fees, per course</b>	
Functional Anatomy .....	\$365
Chiropractic Adjustive Techniques fee .....	\$275
Dietetics Labs .....	\$60
OT/PT Labs .....	\$60
Nursing Clinical Lab .....	\$65
Other Labs .....	\$60
<b>Thesis microfilming and publishing</b> .....	<b>\$200</b>
<b>Nursing supply fee (nursing majors except online program)</b> .....	<b>\$25</b>
<b>Health professions fee</b> .....	<b>\$50</b>
<b>Study Abroad Fee (administrative fee only)</b>	
Non-CAPA faculty-led program .....	\$300
CAPA fall/spring program .....	\$1500
CAPA summer program .....	\$750



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**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.

**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.

**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 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 excessive financial aid/student loans may be eligible for a refund. Accounts at a credit status are reviewed weekly. D'Youville College's refund program is administered by Tuition Management (TMS). Refund choices include D'Youville Visa Prepaid Card, direct deposit or paper check. In order to receive refunds, students must register to select a refund payment choice through an easy to use online tool.

**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 then 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 bill.

**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

**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%

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.

### D'YOUVILLE COLLEGE FINANCIAL AGREEMENT

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 withdrawal refund 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 payment due date

will result in a late fee of \$225 being assessed for the semester in which I fail to pay. A 1% 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: withhold further registration privileges, withhold the awarding of any degrees, diplomas, certifications, official or unofficial transcripts, enrollment verifications or any other official college documents. In addition I understand D'Youville College may commence collection and legal proceedings against me resulting in additional costs and fees

#### Collections for Non-Payment

I understand 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. D'Youville 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 the payment of all late fees and interest. I also understand that I must reimburse D'Youville College the fees of any collection agency which may be based on a percentage at the maximum of 33.3% of the debt, and all costs and expenses including reasonable attorney fees D'Youville College incurs in the collection of the debt

#### Authorization

I authorize D'Youville College, their representatives, agencies, vendors and contractors to contact me at any current or future telephone numbers. This includes my cellular phone or other wireless devices using automated telephone dialing equipment or artificial or prerecorded voice or text messaging.

I authorize D'Youville College to use any available financial aid to pay any balance due for tuition, fees, room and board, as well as miscellaneous charges, and residence hall damages for all terms. (I understand that I can rescind this authorization by submitting a written request to the student accounts/bursar's office. Revocation may result in balance due that I'm required to pay.)

#### Change of Status

I agree to notify the registrar's office of D'Youville College of any change in name, address, telephone number, or Social Security Number

## 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. 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.

#### TUITION SPECIFIC AID

Combinations of tuition-specific aid cannot exceed the total cost of tuition. Tuition specific aid includes but may not be limited to:

Undergraduate:

- Veteran tuition benefits
- D'Youville Grants
- D'Youville Scholarships, Graduate: Merit and Retention Scholarships

Tuition Waivers, not limited to the following:

- Family waivers
- Adjunct faculty waivers
- DYC veteran waivers
- Canadian waivers

Employer tuition payments or reimbursements

#### 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 Teach Grant:** The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grant money for graduate and undergraduate students who intend to teach full-time. To qualify for the grant, you must teach a high-need subject area at a school which serves students from low-income families for a total of at least four years and within eight years of graduating. If you fail to complete the four-year teaching obligation, you will have to repay the grant with interest.

**FEDERAL WORK STUDY**

This program provides jobs on campus for students in financial need. The awards during the academic year are up to \$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 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 Loan by completing a FAFSA form, at [fafsa.ed.gov](http://fafsa.ed.gov), a Direct Federal Loan application online at [studentloans.ed.gov](http://studentloans.ed.gov). The loan form must be completed, including the reference section, and signed using your federally assigned PIN number. The interest rate is 4.66 percent; however this is subject to change annually by Congress. D'Youville College Stafford loan default rate is currently 8.2 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. Students can access loan repayment information and options at [studentaid.ed.gov](http://studentaid.ed.gov).

**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 Direct Unsubsidized 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.

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

Aid for students who are non-matriculated and completing prerequisites to be admitted to a graduate program at D'Youville College are limited to Federal Direct Loans. The student is also limited to twelve consecutive months of Federal Direct eligibility while working on prerequisites. The pre-graduate Federal Direct Unsubsidized Loan limits are \$12,500.

**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. The Family Tuition Waiver does not apply to veterans or pharmacy students, but the other member is eligible for this waiver, as are veteran dependents.

**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, *Military Times* and *The Edge* magazine, placing

it in the top 15 percent of all colleges/universities nationwide. The college is also currently ranked by *Military Times* magazine as fourth 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 (VW) 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 annual 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 VW 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

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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 DYC for a minimum of six credits per 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 DYC 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, Federal Direct student loans, etc.), state education awards (TAP/VTAP, etc.), and private grants, scholarships and loans.

The DYC 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 benefit has been applied to the student's bill, can be paid from Title IV aid and up to 50% off tuition by a D'Youville Veterans Waiver.

### **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 may 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 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-DYC) grants, benefits, scholarships and loans that he/she may be eligible for.

The 20% DYC 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 benefit has been applied to the student's bill, can be paid up to 20% from DYC waiver, and Title IV aid.

### **NYSUT 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 financial aid website may be of assistance in locating information on such externally funded programs. Financial aid publishes a monthly scholarship newsletter, which is also located on the financial aid website.

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*

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:** If a student works for an organization that offers a tuition assistance program, he/she must contact the personnel officer at their place of employment. Many local and Canadian employers provide tuition assistance for their employees.

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

- The student must pay a \$35 deferred tuition fee **each semester**
- The student must submit a copy of their employer tuition assistance policy and a letter from the employer verifying their eligibility. The policy must include the percentage to be paid by the company and the date of expected payment. This must be turn in **each semester**.
- The student is required to submit the employer reimbursement contract, signing a promissory note for the full amount due. Any balance not paid by the employer is the responsibility of the student. The student is responsible for making any additional payment arrangements and should contact the student accounts office.
- If the employer requires grades for reimbursement, the deferred payment must be received no later than thirty (30) days after the end of the semester. Failure to remit payment within the allotted time may result in your classes for the next semester being cancelled.

### TUITION REDUCTION FOR CANADIAN STUDENTS

Currently, D'Youville is offering Canadian students a 10 or 20 percent reduction in their net tuition only (no fees) after all grants and scholarships dependent upon the academic program. 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 Direct 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 and supporting documentation to the college or use the IRS Data Retrieval tool on the FAFSA application. 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 may accept, reduce or decline it online within ten days of the date specified in the award letter. If not declined, the financial aid office will accept 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 Loans are programs sponsored by the U.S. Department of Education. It lends to student applicants according to federal guidelines. Electronic Direct 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 submits 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 are based upon the student's enrollment status at the end of the drop/add week at the start of each semester. Students must successfully complete a particular percentage of attempted hours for which financial aid was based.

Semester at D'Youville	Student must successfully complete
1, 2	50%
3, 4	55%
5, 6	60%
7, 8	70%
9, 10	80%
11, 12	85%

### Meeting the Qualitative Requirement

All masters and most doctoral level students must achieve and maintain a cumulative G.P.A. of 3.0 or better in their program. Chiropractic students in the DRCHP and DRCHP2 level must achieve and maintain a cumulative G.P.A. of 2.5 or better in their program. Doctoral level pharmacy students must achieve and maintain a cumulative G.P.A. of at least a 2.0 or better in their 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 waiver/appeal 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 at D'Youville.

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 waiver are not met, then the waiver 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 period a graduate student in their 7th semester at D'Youville was registered for 15 credit hours. At the end of the semester, that student has failed one three-credit course and withdrew from another three-credit course. The student has successfully completed 9 credit hours, or 60% of the hours that they attempted. This student did **not** meet the minimum quantitative standards for progress (70%).

**Example #2:** At the end of the drop/add period a graduate student in their 2nd semester at D'Youville was registered for 12 credit hours. At the end of the semester, that student has failed one three-credit course and withdrew from another three-credit course. The student has successfully completed 6 credit hours, or 50% of the hours that they attempted. This student successfully met the minimum quantitative standards for progress (50%).

#### 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. Alternative loans will not be prorated for a return to the private lender if it will result in a balance due to the college.



## 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 or above.

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's 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.

### FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

D'Youville College students or parents, as provided by statute, may review any official records, files and data directly related to themselves that are on file with the registrar's office or in the career services center. The files available include identifying data, academic work completed, grades, family background information, references, ratings and/or observations. (References, ratings and/or observations completed before Jan. 1, 1975 or that are older than seven years are not available to students.) Requests to

see the aforementioned materials should be made in writing to the registrar or the director of the career services center, respectively. The records, files and/or data will be made available no later than 45 days from the time the written request is received.

Student records, files, and data will be made available to other individuals or agencies outside of the college only after the student concerned has authorized the release of the information. However, the following are exceptions:

1. Authorized officials (e.g., officials of other schools in which the student seeks to enroll);
2. Accrediting organizations;
3. In the case of an emergency, if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

The following, however, is considered directory information: 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 by the student. This information may be released by D'Youville without the consent of the student unless the student has specifically requested in writing that his or her consent be obtained beforehand.

Directory information will not be made available to the party requesting it unless the appropriate administrative officer of D'Youville College has considered and approved the request.

A student or parent, as provided by statute, may request in writing a review of information that may be inaccurate and/or misleading. The review will be conducted by an appropriate D'Youville administrative officer who does not have a direct interest in the outcome.

According to FERPA, information contained in the educational records of students who are 18 years of age or enrolled in post-secondary institutions may be sent to the parents 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/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 their academic advisor. 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 (BFAC, 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 9 to 12 credits per semester. 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 office of Graduate Studies 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 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	0.00	Below 60
FX	Failure for non-attendance	0.00	
I**	Incomplete	0.00	
IA**	Absent for semester exam	0.00	
IS**	Incomplete, progressing satisfactorily	0.00	
IP**	Course in progress	0.00	
NG	No Grade Submitted		
R	Course repeated	0.00	
S	Satisfactory completion of minimal requirements for course	0.00	
U	Unsatisfactory	0.00	
UX	Unsatisfactory non-attendance		
W***	Withdrawal without penalty	0.00	

\* 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 5th (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 appropriate dean. 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 5th (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 THESIS/PROJECT ADVISEMENT**

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

**CONTINUING REGISTRATION IN THESIS/PROJECT ADVISEMENT**

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 15, August 15, or December 15, 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 departmental file.

#### LICENSURE

All graduate nursing students taking clinical courses must show proof of being currently licensed to practice nursing in New York state or Ontario.

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 or dean.

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 appropriate dean, 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 appropriate dean. 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 appropriate dean, 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.

**GRADUATE CATALOG 2015-2016**

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**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.

**TRANSCRIPT OF ACADEMIC RECORD**

A transcript of an academic record includes all courses taken at D'Youville College and credit hours earned at D'Youville as well as earned credit hours accepted as transfer credit. Extraneous information from other colleges or from high school records is not included on the D'Youville College record.

All requests for transcripts must be made to the registrar's office in person or in writing. To protect students, the registrar's office recommends that official transcripts bearing the college seal be mailed directly to the agency or institution requiring them. If a student needs an official transcript to complete either a college or employer application, the transcript will be issued in a sealed envelope and "Issued to Student" will be noted on the transcript. If the envelope is opened or tampered with, the transcript is no longer considered official. Unofficial student copies of transcripts are available on STACI for the personal use of current students. Current transcript fees are listed in this catalog in the section titled "Expenses and Financial Aid." A transcript or any information concerning a student's record will not be released if there is any outstanding indebtedness to the college.

Transcript requests are processed in the order they are received. During times of particularly high-volume activity, such as periods of registration, grade reporting or commencement, transcripts may not be processed immediately.

# ACADEMIC PROGRAMS

## DOCTORAL DEGREE PROGRAMS

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

Doctor of Chiropractic (D.C.)  
 Educational Leadership (Ed.D.)  
 Health Administration (Ed.D.)  
 Doctor of Pharmacy (Pharm.D.)  
 Doctor of Physical Therapy (D.P.T.)  
 Doctor of Nursing Practice (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.)  
 Curriculum and Instruction (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:

Biology (B.S.) and Chiropractic (D.C.)

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

Accounting (B.S.) and International Business (M.S.)  
 Dietetics (B.S./M.S.)  
 International Business (B.S./M.S.)  
 Human Occupation (B.S.) and Occupational Therapy (M.S.)  
 Physician Assistant (B.S./M.S.)

### 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 ARTS, SCIENCES AND EDUCATION</b>			
29322	Accounting/International Business*	B.S./M.S.	0502/0513
22784	Adolescence Education	M.S.	0803
31302	Business Administration	M.B.A.	0506
22781	Childhood Education	M.S.	0802
35783	Curriculum and Instruction	M.S.	0829
28672	Educational Leadership	Ed.D.	0827
20843	International Business *	B.S./M.S.	0513
21443	International Business	M.S.	0513
26610	Teaching English to Speakers of Other Languages	M.S.Ed	1508
36102	Teaching English to Speakers of Other Languages	ADV. CERT	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
27334	Health Administration	Ed.D.	1299
89282	Health Services Administration	M.S.	1202
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
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 35 hours per week 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.) SCHOOL OF HEALTH PROFESSIONS

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 trimesters. Internship and externship experiences include 35 hours a week at a variety of clinical settings including, but not limited to the college's clinics, externships, and placement in community-based institutions, hospital rotations, and private practices.

### 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.

### VISION STATEMENT

D'Youville College department of chiropractic faculty, students and alumni are actively engaged with the chiropractic profession and the wider world, influencing both through education, research, and service. As a result, members of the chiropractic profession are respected partners with all other health care professions in the delivery of direct services to patients, the implementation and development of patient-centered best practice protocols, and the use of integrative clinical management strategies that improve health outcomes.

### STRATEGIC INTENT

The department of chiropractic at D'Youville College will be a recognized center of excellence in chiropractic education, practice and research, and the first choice for chiropractic students both nationally and internationally.

*The department of chiropractic adheres to the core values and principles of D'Youville College. In addition we bring forward the following as having particular importance to the department:*

### CORE VALUES

- Evidence-based best practice is at the center of what the department teaches, and is the foundation of our research.
- Social responsibility is important to the profession and is demonstrated by contributing to the health and well-being of patients, the community, and at-risk populations through advocacy, education, volunteerism and service.
- Continuous quality improvement is the means to discovering best practices and providing the very best clinical and teaching outcomes.
- Collaboration with other departments and health professions is beneficial within the context of our mission and is fundamental to achieving our goals.

**ACCREDITATION** 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

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are eligible to sit for the National Board of Chiropractic Examiners (NBCE) and the Canadian Chiropractic Examining Board (CCEB) licensure examinations.

**DOCTOR OF CHIROPRACTIC (D.C.) LICENSURE**

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. For a complete list of individual state requirements please see [www.fclb.org](http://www.fclb.org)

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.

**ADMISSION REQUIREMENTS**

The doctor of chiropractic program (DCP) admits students whose goals, abilities, and character are consistent with the DCP's mission, and who have completed a minimum of 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 G.P.A. 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. Students must also have completed coursework in the following: biology, general chemistry, organic chemistry, and physics. 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.

A life science includes any branch of science that studies living organisms, their organization, life processes, and relationships to their environment. This would include areas of study such as, biology, ecology, medicine, anthropology, anatomy, physiology, microbiology and other similar areas of study. A physical science includes any branch of science that studies the nature and properties of energy and nonliving matter. This would include areas of study such as, physics, chemistry, astronomy, mathematics, statistics, and geology. Included in the list of acceptable science classes are those that combine these areas of study such as kinesiology, exercise science and biomechanics.

Students are strongly encouraged to have a completed bachelors degree prior to starting in the DCP in order to meet some state licensing requirements.

Students who have a G.P.A. 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 accepted into the DCP, will be placed on a mandatory term-by-term tracking program designed to maximize their success in the program.

Students who have prior graduate level coursework must demonstrate a minimum 2.5 graduate G.P.A. in order to be considered for admission into the DCP. Students who have been dismissed from a chiropractic program at other institutions will not be considered for admission to the D'Youville College doctor of chiropractic program. Students who have been dismissed from a chiropractic program at other institutions will not be considered for admission to the D'Youville College doctor of chiropractic 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 in the English

language, and an understanding of oral communication in English.

- b) Demonstrate academic preparation 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.

**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.

**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:

- The applicant for transfer from another doctor of chiropractic program (D.C.P.) must meet the prerequisite admissions requirements detailed above.
- 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.
- 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. Courses recording a grade of "pass", "satisfactory", or equivalent will not be considered for transfer credit.

- Credits accepted for transfer must be determined to be substantially equivalent to courses offered by D'Youville.
- Credits accepted for transfer must have been awarded within five years of the date of admission, except that D'Youville may at its discretion, accept older credits if the entering student holds an earned professional degree 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.
- 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. Students may be required to take a screening examination to demonstrate such proficiency prior to transfer credit being awarded.
- Transfer students must complete all of the internship requirements at DYC.
- Transfer students may not transfer more than 50 percent of chiropractic specific courses.
- Transfer students must earn not less than 25 percent of the total credits required for the D.C. degree from D'Youville College.

**ACADEMIC REGULATIONS****Good Academic Standing**

To be in good academic standing for the doctor of chiropractic program, students must:

- Maintain a cumulative graduate GPA of 2.50, and
- Earn minimum grades of C or S in all courses required for the doctor of chiropractic program,\* and
- Not earn three or more grades of U and/or below a C while enrolled in the chiropractic program, and
- Not withdraw from the same course more than once, and
- Not withdraw from more than three classes (other than in the case of an approved leave of absence) while enrolled in the chiropractic program, and
- Complete the doctor of chiropractic program within five calendar years from the date of matriculation into the professional doctor of chiropractic program.

\*Courses with a grade below C or grades of U must be repeated, but may only be repeated once.

**Academic Probation**

Students who are not in good academic standing will be placed on academic probation during their next full-time trimester.

**Dismissal**

Students will be dismissed from the chiropractic program if they:

- Fail to remain in good academic standing while on academic probation or after having been on academic probation during a previous trimester.

**National Board of Chiropractic Examiners (NBCE) or the Canadian Chiropractic Examining Board (CCEB) Test**

All students in the doctor of chiropractic program are required to pass NBCE Part 1 in its entirety prior to entry into the clinical phase of their education. Canadian students have the option of taking the CCEB part A examination in lieu of the NBCE part 1 examination. These students must provide documentation directly from CCEB that they achieved a passing score on the CCEB part A examination prior to entry into their externship.

**DISCLAIMER**

Due to the continuing development of policies and curriculum for the department of chiropractic at the printing of this catalog; the department of chiropractic reserves the right to change and enforce said policies and curriculum post publication of this catalog. Students should contact the executive director of chiropractic programs for the most up to date information concerning the program and its policies.

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## COURSE REQUIREMENTS

## DOCTOR OF CHIROPRACTIC (D.C.)

## REQUIRED COURSES:

## CREDITS

## Biology

BIO 507L	Anatomy and Physiology Lab I	1
BIO 508L	Anatomy and Physiology Lab II	1
BIO 603	Biochemistry	3
BIO 603L	Biochemistry Lab	1
BIO 607	Pathophysiology	3
BIO 608	Microbiology	3
BIO 608	Microbiology Lab	1
BIO 610	Immunology	3
BIO 639	Human Gross Anatomy	6
BIO 639L	Human Gross Anatomy Lab	0
BIO 659	Intermediate Physiology I	3
BIO 660	Intermediate Physiology II	3
	Subtotal	28

## Research:

GRA 600/HSA 600	Theory Development	3
GRA 601/HSA 608	Research Methods and Design	3
	Subtotal	6

## Project Option Requirements

CHR 626	Project Seminar	2
CHR 627	Project Advisement	1-3
	Subtotal	3-5

## Thesis Option Requirements

GRA 610	Thesis Seminar	3
GRA 629	Thesis Advisement	3-6
	Subtotal	6-9

## OR you may take:

CHR 670	Professional Communication	2
CHR 671L EIP I	Library Research, Resources & Information Literacy Lab	1
CHR 672 EIP II	Research Methods, Design and Statistical Interpretation	3
CHR 673 EIP III	Chiropractic Principles: Evidence-Informed Practice	3
CHR 674L EIP IV	Journal Club Seminar	1

## Supportive:

HSA 612	Culture, Health and Health Care	1
CHR 634	Epidemiology & Public Health for Chiropractors	3
PHI 609	Ethics in Health Care	3
	Subtotal	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	3
CHR 621 L	Physiologic Therapeutics Lab	2
CHR 623	Clinical Internship I	7
CHR 624	Clinical Internship II	7
CHR 625	Clinical Externship	7
CHR 631	Chiropractic Biomechanics	3
CHR 633	Clinical Nutrition	2
CHR 635	Spinal Anatomy	4
CHR 635L	Spinal Anatomy Lab	1

CHR 636	Sports & Emergency Care	1
CHR 636L	Sports & Emergency Care Lab	2
CHR 637	Chiropractic Rehabilitation	2
CHR 637L	Chiropractic Rehabilitation Lab	3
CHR 638	Psychology for Health Care Professionals	3
CHR 639	History and Physical Examination	3
CHR 639L	History and Physical Examination Lab	2
CHR 640	Clinical Diagnosis	6
CHR 640L	Clinical Diagnosis Lab	1
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 646	Geriatric and Special Needs Population	2
CHR 647	Pediatrics and Women's Health	2
CHR 650	Adjustive Techniques	1
CHR 650L	Adjustive Techniques Lab	2
CHR 651	Adjustive Techniques II	1
CHR 651L	Adjustive Techniques II Lab	1
CHR 652	Adjustive Techniques III	1
CHR 652L	Adjustive Techniques III Lab	1
CHR 653	Adjustive Techniques IV	4
CHR 653L	Adjustive Techniques IV Lab	3
CHR 654	Adjustive Techniques V	4
CHR 654L	Adjustive Techniques V Lab	3
	OR for CHR 654 & CHR 654 L:	
CHR 675 EIP V	Evidence-Informed Clinical Management	4
CHR 675L EIP V	Evidence-Informed Clinical Management Lab	3
CHR 655	Adjustive Techniques VI	4
CHR 655L	Adjustive Techniques VI Lab	3
CHR 657	Applied Neurology	3
CHR 657L	Applied Neurology Lab	2
CHR 661	Diagnostic Imaging I	3
CHR 661L	Diagnostic Imaging I Lab	1
CHR 662	Diagnostic Imaging II: Bone Pathology	4
CHR 662L	Diagnostic Imaging II: Bone Pathology Lab	3
CHR 663	Diagnostic Imaging III	4
CHR 663L	Diagnostic Imaging III Lab	3
CHR 664	Diagnostic Imaging IV: Regional Review of Musculoskeletal Imaging Capstone Course	4
CHR 664L	Diagnostic Imaging IV: Regional Review of Musculoskeletal Imaging Capstone Course Lab	3
CHR 665	Diagnostic Imaging V	2
CHR 665L	Diagnostic Imaging V Lab	1
CHR 656	Clinical Neuroscience	4
CHR 656L	Clinical Neuroscience Lab	1

## STRONGLY RECOMMENDED:

HSM 203	Medical Terminology	1
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## ELECTIVES:

CHR 633	Clinical Nutrition	2
CHR 645	Soft Tissues Techniques	1
CHR 645	Soft Tissues Techniques Lab	1

## EDUCATIONAL LEADERSHIP (ED.D.)

### SCHOOL OF ARTS, SCIENCES AND EDUCATION

#### 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 must 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 40 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 40 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 752.
- 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****COURSE****Credits****RESEARCH CORE**

EDL 732: Advanced Statistics + Lab .....	4
EDL 733: Quantitative Research Design .....	3
EDL 734: Qualitative Research Design .....	3
EDL 735: Case Study Method & Design .....	3
<b>TOTAL</b> .....	<b>13</b>

**ACADEMIC CORE**

EDL 731: Doctoral Seminar .....	3
EDL 737: The Persistent Problems of Inequality for Education Theory and Practice .....	3
EDL 738: History and Future of Education Reform .....	3
EDL 739: Cultural Perspectives in Education .....	3
<b>TOTAL</b> .....	<b>12</b>

**K-12 PROFESSIONAL CORE**

ELK 741: K-12 Education Governance, Law and Policy .....	3
ELK 742: K-12 Education Finance and Planning .....	3
ELK 743: School-Community Relations .....	3
ELK 744: Curriculum, Instruction and the Assessment of Learning .....	3
ELK 745: Applied Research Practicum I .....	2
ELK 746: Applied Research Practicum II .....	2
<b>TOTAL</b> .....	<b>16</b>

**HIGHER EDUCATION PROFESSIONAL CORE**

ELH 741: Higher Education Governance, Law and Policy .....	3
ELH 742: Higher Education Finance and Strategic Planning .....	3
ELH 743: Higher Education Curriculum .....	3
ELH 744: Program Evaluation, Outcomes Assessment, and Accreditation .....	3
ELH 745: Applied Research Practicum I .....	2
ELH 746: Applied Research Practicum II .....	2
<b>TOTAL</b> .....	<b>16</b>

**DISSERTATION CORE**

EDL 752: Dissertation Proposal I .....	3
EDL 753: Dissertation Proposal II .....	2
EDL 831: Dissertation Guidance .....	1-4
<b>TOTAL</b> .....	<b>9</b>

**Credits required for EdD courses . . . . . 50****Transfer credits . . . . . 40****TOTAL Required for EdD. . . . . 90**

## HEALTH ADMINISTRATION (ED.D.)

SCHOOL OF HEALTH PROFESSIONS

### DOCTORATE PROGRAM

The doctorate program in health administration provides health professionals with the skill sets demanded by today's healthcare environment. The only certainty is uncertainty. Our program provides trainees with a solid didactic preparation as well as training in health analytics and critical thinking. It is these skill sets that are a hallmark of our program. Graduates are trained to critically appraise and evaluate complex situations.

The above skills sets are transferred through extensive preparation in research and analysis, epidemiology, organizational behavior, law and policy, and finance. With an EdD in health administration from D'Youville, graduates will be prepared to meet the increasing demand in all sectors of healthcare including academic, health care based, and government. D'Youville graduates have gone on to assume leadership roles in the healthcare industry, as well as attaining faculty positions in institutions of higher learning.

The curriculum involves 72 hours of advanced graduate work. The curriculum is comprised of a mix of coursework in healthcare organization, finance, law, policy, epidemiology, analytics, and research methods.

### APPLICATION REQUIREMENTS

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.
3. Two letters of reference from graduate professors and employers/supervisors focusing on the applicant's potential for success in the doctoral program.
4. Completion of a master's degree, with a minimum of 30 graduate credit-hours with grades of B or better.
5. 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.

6. Minimum graduate grade point average of 3.20 (based on a 4.0 system).
7. A brief biographical sketch (500-1,000 words) and written statement of goals for pursuing doctoral study.

Applications for admission are considered on a competitive basis.

### PROVISIONAL ADMISSION

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

### TRANSFERRING CREDITS

Students may transfer up to 24 graduate credits with a grade of B or better at the discretion of the program director or department chair. Credits must be from an accredited institution in courses appropriate to the program.

### ACADEMIC REGULATIONS

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

- Doctoral students are required to receive a grade of B or higher in all courses in the Ed.D. in health administration 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.

### 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 DHA 800 Advanced Research Methods. Students who fail the comprehensive examination on their first attempt may retake the exam once. The retake will be given at the next time the comprehensive exam is offered to all students. Students who fail the exam the second attempt will be dismissed from the program. The comprehensive exam is offered at the close of the fall and spring semester.
- Present a defense of the dissertation proposal and completed dissertation.



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**DOCTORAL POLICIES ON STUDENT MISCONDUCT**

In addition to the college's policy regarding academic integrity (see the academic catalog), 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 or the chair of the department 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 ADMINISTRATION: ED.D.****Required Courses:**

	<b>Credits</b>
DHA 615 Health Systems Organization and Administration.....	3
DHA 616 Human Resources in Health Care.....	3
DHA 700 Health Policy.....	3
DHA 669 Improving Performance of Health Systems.....	3
DHA 682 Managerial Epidemiology.....	3
DHA 706 Population Health.....	3
DHA 608 Research Methods.....	3
DHA 648 Introduction to Health Care Finance & Budgeting.....	3
DHA 704 Finances & Controls.....	3
DHA 652 Economics & Policy Making in Health Care.....	3
DHA 703 Law and Policy.....	3
DHA 653 Legal & Ethical Issues in Healthcare.....	3
DHA 702 Communication Leadership.....	3
DHA 660 Applied Biostatistics.....	3
DHA 657 Advanced Decision Analysis.....	3
DHA 701 Systems Thinking.....	3
DHA 705 Health Informatics.....	3
DHA 707 Program Planning, Design & Evaluation.....	3
DHA 708 Design of Inquiry.....	3

**Two Electives** ..... 6

**Research:**

DHA 800 Advanced Research Methods.....	3
DHA 801 Proposal Identification/Dissertation Research..... (minimum)	6

**TOTAL REQUIRED FOR ED.D.** ..... 72

**24 credit hours are eligible for transfer if applicable to coursework.**

## NURSING PRACTICE (D.N.P.)

SCHOOL OF NURSING

**DOCTOR OF NURSING PRACTICE**

D'Youville's family nurse practitioner to doctor of nursing practice (DNP) degree is designed for advanced practice nurses who seek to enhance their knowledge and professional future in an ever-evolving, integrative healthcare system. Graduates of this terminal degree program will fill the national demand for nursing leaders that are competent clinicians as well as scholars who will translate research into practice to achieve optimal patient care outcomes.

**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 (nurse 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.**

<b>IN THE SPECIFIC AREA OF CONCENTRATION</b>	<b>CREDITS</b>
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.)

### SCHOOL OF PHARMACY

#### DOCTORAL PROGRAM

The School of Pharmacy prepares 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 are 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 service projects. Through class exercises and practice experiences the pharmacy program teaches students to care for patients and communities.

The curriculum involves 36 credit hours of Advanced Pharmacy Practice Experience (APPE) beyond the three professional years of didactic coursework. The APPE comprises (6), six week (six-credit hour) rotations including an advanced community rotation, ambulatory rotation, institutional clinical rotation, Institutional operations rotation and two elective rotations.

#### SCHOOL OF PHARMACY MISSION STATEMENT

The D'Youville College School of Pharmacy is a teaching and learning community of faculty, students and staff dedicated to educating tomorrow's pharmacy practitioners and advancing the profession. Through its focus on critical inquiry, research, scholarship and service, the school ensures that its graduates are qualified to enter practice as generalist practitioners who are prepared to serve their communities and their profession.

#### VISION AND STRATEGIC INTENT

We will be one of the premier private schools of pharmacy in the Northeast in academic quality, service to society and practice innovation. Sound and forward-thinking academic, research, and resource foundations will propel the school to become the first choice for potential

faculty and students, help expand the scope of the profession, and to be a vital school in an evolving D'Youville University. Graduates of the program will be highly competitive in a changing market.

The practice of pharmacy will be actively engaged as respected partners with other health professions in the delivery of direct services to patients and development of new therapies that improve health outcomes. Pharmacists will be collaborating with patients and care givers to ensure that prescribed health regimens improve and maintain the overall health of their patients.

Students will be transformed from dependent to independent learners who advocate for their profession and the health and quality of life of their communities.

#### VALUES AND GOALS

The School of Pharmacy adheres to the core values and principles of D'Youville College. In addition we bring forward the following as having particular importance to the School of Pharmacy:

- Excellence - We pursue excellence in our teaching, scholarship and practice every day.
- Professionalism is integral to our success. We care and respect others, accept responsibility for our actions, and act with integrity and honesty in our interactions. We prepare students to be professionals, not employees.
- Leadership is necessary to advance the pharmacy profession. Valuing others, integrity, self-awareness, and personal accountability are the fundamental attributes of leaders.
- Social responsibility is important to the profession and is demonstrated by contributing to the health and well-being of patients, the community, and at risk populations through advocacy, volunteerism and service.

#### PRINCIPLES

- Student-centered learning - Our efforts are focused on empowering students to gain the requisite knowledge, skills, and attitudes needed to provide patient-centered care..

- Culturally responsive care - We recognize and honor the diversity of peoples' values and beliefs, both spiritual and secular
- Decision-making - We encourage personal and professional decision making in accordance with legal, ethical, social, economic, and professional guidelines.
- Collaboration - We foster a spirit of teamwork among patients, peers, and partners, within and across disciplines, through effective communication skills and respect for the contribution of others.
- Critical Inquiry - Faculty and students form a learning community whose members interpret, evaluate and use information discerningly from a variety of perspectives, tolerate ambiguity while understanding the complexity of many problems, issues, and topics, and transform the results of inquiry into judgments and actions.
- Culture of Assessment - Creating a culture of assessment requires us to gather data to define problems, implement solutions, and continuously improve our work. We consider alternative points of view and the implications of various courses of action before making decisions.
- Quality - We define quality practitioners as those who stand out among their peers due to their commitment to their patients, profession, and their communities.

#### 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 DISCLOSURE STATEMENT

The Accreditation Council for Pharmacy Education (ACPE) accredits doctor of pharmacy programs offered by colleges and schools of pharmacy in the United States and selected non-US sites. For a doctor of pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation generally involves three steps: Precandidate accreditation status, Candidate accreditation status, and Full accreditation status. Precandidate

accreditation status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Precandidate accreditation status is awarded to a new program of a college or School of Pharmacy that has not yet enrolled students in the professional program and authorizes the school to admit its first class. Candidate accreditation status is awarded to a doctor of pharmacy program that has students enrolled but has not yet had a graduating class. Accreditation status is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having candidate accreditation status have the same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

The doctor of pharmacy program of the D'Youville College School of Pharmacy was awarded accreditation status during the June 18 - 22, 2014, meeting of the ACPE board of directors based upon an on-site evaluation conducted April 8 - 10, 2014, and discussion with college and school officials.

#### ACCREDITATION STATUS

It is expected that the accreditation status of the program will be fully disclosed. ACPE requires that all colleges and schools of pharmacy with accreditation status utilize the following language when referring to the accreditation status of the program in any publication, both in print and on the program's web site:

D'Youville College School of Pharmacy's doctor of pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, website [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 (non-English speaking) institute for their college coursework, must 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:

COURSE	CREDIT HOURS	DYC COURSE NUMBER
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 OR BIO 107/107L OR BIO 108/108L
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
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) All required science courses (biology, microbiology, anatomy and physiology, general chemistry, and organic chemistry) must have 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 Compounding 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 is designed consistently with the New York state licensure requirements and the professional standards and guidelines established by the ACPE.

- B. Academic Standing** - Students must pass all courses and rotations with at least a 70% ("C-") average to be considered to be in good academic standing. A grade that is lower than a "C-" must be remediated for promotion and graduation. Students must complete requirements for graduation within six years from the date of matriculation. Each student must maintain a cumulative quality point average (QPA) of 2.0 on a 4.0 scale. In order for a student to meet the standard of satisfactory academic progress to serve as an officer of an approved School of Pharmacy club/organization, the student must maintain a minimum grade point average of 3.0 with no failures in any preclinical coursework or clinical rotations.
- C. For Academic Progression** - A student may only receive two grades of "D+" or lower in any given semester and a total of four during their academic career in the School of Pharmacy. A student who receives more than two grades of "D+" or lower in a given semester will be required to remediate the courses, repeat the entire semester or be dismissed from the program based on the specific circumstances as determined by the Academic Performance Committee. A student

who receives more than four grades of "D+" or lower in their academic career may be dismissed from the program (four "D" policy). The only exception to the four "D" policy pertains to the Pharmacotherapeutics course sequence. A student who receives two or more "D's" ("D+" or lower) in any of the Pharmacotherapeutics course sequence may be required to repeat part of or all of the professional year or may be dismissed from the program depending on the specific circumstances as determined by the Academic Performance Committee.

- 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.
- 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 considers requests for the transfer of credits only on an individual basis. Credits accepted for transfer must be awarded from an ACPE accredited school of pharmacy. Only credits recorded on an official transcript of the issuing institution are 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 their 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 is designed consistently with the 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.

**FIRST PROFESSIONAL YEAR: Fall Semester**

	<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 . . . . .	3
PMD 611 Introduction to Collaborative Learning . . . . .	2
PMD 613 Patient Assessment I . . . . .	1
PMD 617/619 IPPE P1 Community/Hospital . . . . .	2 or 1
PMD 621 Professional Development and Skills . . . . .	0
<b>TOTAL . . . . .</b>	<b>16+2</b>

**Spring Semester**

PMD 604 Anatomy/Physiology/Pathophysiology II . . . . .	4
PMD 606 Principles of Drug Action II . . . . .	5
PMD 608 Self Care . . . . .	3
PMD 610 Health Communications, Diversity and Bioethics . . . . .	2
PMD 612 Collaborative Learning Practicum II . . . . .	1
PMD 614 Patient Assessment II . . . . .	1
PMD 618/620 IPPE P2 Community/Hospital . . . . .	2 or 1
PMD 622 Professional Development and Skills . . . . .	0
<b>TOTAL . . . . .</b>	<b>16+2</b>

**SECOND PROFESSIONAL YEAR: Fall Semester**

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 709 Integrated Compounding and Practice . . . . .	3
PMD 711 Collaborative Learning Practicum III . . . . .	1
PMD 713 Pharmacogenomics . . . . .	3
PMD 717/719 IPPE P2 Community/Hospital . . . . .	2 or 1
PMD 721 Professional Development and Skills . . . . .	0
<b>TOTAL . . . . .</b>	<b>17+2</b>

**Spring Semester**

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 . . . . .	1
PMD 718/720 IPPE P2 Community/Hospital . . . . .	2 or 1
PMD 722 Professional Development and Skills . . . . .	0
<b>TOTAL . . . . .</b>	<b>17+2</b>

**THIRD PROFESSIONAL YEAR: Fall Semester**

PMD 8xx Electives . . . . .	3
PMD 801 U.S. and NYS Pharmacy Law . . . . .	2
PMD 803 Pharmacotherapeutics V: Gastrointestinal, Nutrition, and Skin, Bone and Joint Disorders . . . . .	4
PMD 805 Pharmacotherapeutics VI: Infectious Disease . . . . .	4
PMD 811 Collaborative Learning Practicum V . . . . .	1
PMD 813 Seminar and Journal Club I . . . . .	1
PMD 849/851/853 IPPE P3 Practice/Long-term Care/Compounding Bootcamp . . . . .	1
PMD 857 IPPE P3 Service Learning . . . . .	0
PMD 859 Professional Development and Skills . . . . .	0
<b>TOTAL . . . . .</b>	<b>15+3</b>

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**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.....	4
PMD 810	Population Based Health Care.....	2
PMD 812	Collaborative Learning Practicum VI.....	1
PMD 814	Seminar and Journal Club II.....	1
PMD 850/852/854	IPPE P3 Practice/Long-term Care/Compounding Bootcamp.....	1
PMD 858	IPPE P3 Service Learning.....	0
PMD 860	Professional Development and Skills.....	0
<b>TOTAL.....</b>		<b>15+3</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.**

PMD 901	Advanced Community Rotation.....	6
PMD 902	Ambulatory Rotation.....	6
PMD 903	Hospital Clinical Rotation.....	6
PMD 904	Hospital Operations Rotation.....	6
PMD 905	Elective "A" APPE Rotation.....	6
PMD 906	Elective "B" APPE Rotation.....	6
<b>TOTAL.....</b>		<b>36</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, and clinical fieldwork affiliations. 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.

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. Successful performance on a comprehensive exam is 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.

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

### SCHOOL OF HEALTH PROFESSIONS

**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 3.00 (on a 4.00 system)
4. Evidence of completion of all prerequisite courses completed with a grade of B or better with the exception that a maximum of two undergraduate course grades may be a C (C+, C, B-) or better. The applicant must also have a minimum pre-requisite G.P.A. of 3.20 or better.

Prerequisite courses equivalent to the following D'Youville College courses:

**Math and Natural Sciences**

- Two semesters of human anatomy and physiology with labs
- Two semesters of chemistry with labs
- Two semesters of physics with labs
- One semester of 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 600 written or 250 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.



**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).
4. Two letters of recommendation addressing leadership potential and the ability to work with others

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. 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 grades 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.
- g) A second unsatisfactory (U) grade for a clinical fieldwork will result in dismissal from the program.
- h) All clinical fieldwork must be completed within 12 months of completion of professional academic coursework or repetition of academic courses may be required.
- i) 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.

**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 decisions of dismissal within the program to the PT student progress committee. The Progress Committee serves as the department level decision in the Grievance Procedure (as published in the *D'Youville College Calender, Resource Guide & Planner*).

**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/L Gross Anatomy .....	6
GRA 601 Research Methods and Design .....	3
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 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 519 Life Span Development I .....	1
PT 519L Life Span Development I Lab .....	1
PT 520 Life Span Development II .....	1
PT 520L Life Span Development II 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 Experience I .....	3
PT 602 Neurodevelopmental Physical Therapy in Pediatrics .....	2
PT 602L Neurodevelopmental Physical Therapy in Pediatrics Lab .....	1
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 .....	2
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 627/627S Application of Research Methods in PT .....	4/0
PT 628 Research Seminar .....	3
PT 748 Differential Diagnosis .....	3
PT 674 Clinical Experience II .....	4
PT 675 Clinical Experience III .....	4
PT 701 Advanced Therapeutic Exercise .....	2
PT 701L Advanced Therapeutic Exercise Lab .....	1
PT 703 Client Education, Advocacy and Consultation .....	3
PT 706 Business Management Strategies for PT .....	3
PT 725 Clinical Experience IV .....	5
PT 799 NPTE Exam Preparation .....	0
Graduate Elective, Practicum or Directed Study .....	5
<b>SUBTOTAL .....</b>	<b>108</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 offered to another qualified candidate. This deposit will be applied to the first semester's tuition.

### BUSINESS ADMINISTRATION (MBA)

SCHOOL OF ARTS, SCIENCES AND EDUCATION

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. Personal statement of purpose outlining applicant's professional goals and objectives
5. Three letters of recommendation from employers, professional supervisors/colleagues, or previous professors
6. A minimum TOEFL score of 500 for international students from non-English speaking countries

\*Note: Other majors are welcome to apply. Students possessing undergraduate degrees in non-business majors are required to successfully complete five (5) online modules prior to the start of the program.

\*\*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](http://www.dyc.edu) or e-mail: [advanceprogram@dyc.edu](mailto: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.)

#### REQUIRED COURSES:

		CREDITS
<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

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

### SCHOOL OF ARTS, SCIENCES AND EDUCATION

#### MASTER'S DEGREE IN EDUCATION

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

- Childhood Education: Intended for candidates who wish to teach students grades 1 through 6, in multiple subject classrooms.
- 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, 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, applicants 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.

Applicants 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.

Special education (adolescence) applicants 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. Applicants 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. Applicants may transfer up to nine graduate credits with a B or better into their program at the discretion of the department chair. Credits must be from an accredited institution in courses appropriate to the program being pursued. Ontario applicants must complete all courses in the graduate program in which they are enrolled.

#### INTERNATIONAL APPLICANTS

International applicants 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 applicants who are citizens of countries outside the U.S.

#### ACADEMIC REGULATIONS

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

1. Matriculating candidates 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 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 candidate 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 candidate will be dismissed from the program. Graduate policies state that candidates 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 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 NYC 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 department chair 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 candidates 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 candidate must earn a grade of C or higher in the teaching practicum.

### Requirements for all Student Teaching Practical:

Candidates in any of the graduate degree programs in education are required to complete a 16-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 zero-credit student teaching seminar is required for all candidates registered in the student teaching practicum.

### Prerequisites for Student Teaching

Candidates 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. Candidates must also take and pass the comprehensive examinations and otherwise be in good standing in their program. Candidates 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 candidates 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.

Candidates 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 candidate's cumulative G.P.A. is 3.0 or better.
2. Applicants must contact the director of field placement.
3. 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.
4. Candidates 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, candidates must submit proof of having successfully completed the SAVE seminar and the Identification and Prevention of Child Abuse seminar and Dignity for All Students (DASA).
6. In order to be eligible for student teaching, the candidate must have taken and passed the comprehensive examinations and otherwise be in good standing in the program.

### DIRECTED STUDY

In unusual circumstances, a candidate 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 candidate'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 candidate needs the course to complete program requirements. The candidate must receive approvals as indicated on the directed study forms available in the registrar's office.

### NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS

All candidates in education programs in New York state are required to pass required NYSTCE certification exams in order to be certified.

### PROFESSIONAL BEHAVIOR STATEMENT

A candidate 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 candidate's department chair. 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 candidate'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.

### CAPSTONE PORTFOLIO OR THESIS REQUIREMENT

Graduate education candidates may choose to complete either a capstone portfolio or a thesis in order to complete the research component of the degree program. Candidates must complete all education courses including making up any academic deficiencies before taking the comprehensive examinations. A candidate 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 candidates who select the thesis option in any graduate education program.

### NEW YORK STATE FINGERPRINTING LAW

All candidates applying for New York state certification must fulfill the requirements of the New York state fingerprinting law.

A processing fee is charged by New York state.

**GRADUATE CATALOG 2015-2016**

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**COURSE REQUIREMENTS****EDUCATION DEGREE: M.S. IN CHILDHOOD EDUCATION (GRADE 1 TO GRADE 6)**

	<b>CREDITS</b>
EDU 620 Foundations of Learning Theory .....	3
EDU 621 Elementary School Strategies (Math & Science).....	3
EDU 622 Needs of Exceptional Learners.....	3
EDU 623 Elementary School Strategies (ELA & Social Studies).....	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 659 Language Acquisition & ELL Instruction.....	3
EDU 677 Field Experience Observations in Childhood Education.....	3
EDU 681 Student Teaching Seminar.....	0
EDU 682 Practicum in Student Teaching .....	6
EDU 684 Portfolio Capstone Course.....	3
EDU 698 Comprehensive Examination .....	0
<b>TOTAL REQUIRED FOR M.S. IN CHILDHOOD EDUCATION.....</b>	<b>45</b>

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

	<b>CREDITS</b>
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
EDU 659 Language Acquisition & ELL Instruction.....	3
EDU 677 Field Experience Observations in Childhood Special Education.....	3
EDU 684 Portfolio Capstone Course.....	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.....	0
SED 662 Practicum in Student Teaching .....	6
SED 699 Comprehensive Examination .....	0
<b>TOTAL REQUIRED FOR M.S. IN SPECIAL EDUCATION (CHILDHOOD).....</b>	<b>48</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 637 Technology Literacy for Adolescence Education.....	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
EDU 659 Language Acquisition & ELL Instruction.....	3
EDU 678 Field Experience Observations in Adolescence Special Education .....	3
EDU 684 Portfolio Capstone Course.....	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.....	0
SED 672 Practicum in Student Teaching .....	6
SED 699 Comprehensive Exam .....	0
<b>TOTAL REQUIRED FOR M.S. IN SPECIAL EDUCATION (ADOLESCENCE).....</b>	<b>51</b>

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

	<b>CREDITS</b>
EDU 622 Needs of Exceptional Learners.....	3
EDU 652 Curriculum Planning in Education.....	3
EDU 684 Portfolio Capstone Course.....	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 .....	6
TSL 668X Student Teaching Seminar.....	0
TSL 669 Advanced Observations in TESOL.....	0
TSL 680 English Grammar for ESL Teachers .....	3
TSL 690 Comprehensive Examination .....	0
<b>TOTAL REQUIRED FOR M.S. ED. IN TESOL.....</b>	<b>36</b>

**EDUCATION: ADVANCED CERTIFICATE TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

**CREDITS**

TSL 663	TESOL Methods 1.....	3
TSL 660	Applied Linguistics and Grammar.....	3
TSL 662	Second Language Acquisition.....	3
TSL 667	TESOL Methods 2.....	3
TSL 664	Sociolinguistics.....	3
TSL 668	Practicum in Student Teaching.....	3
<b>TOTAL REQUIRED FOR CERTIFICATE IN TESOL .....</b>		<b>18</b>

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**EDUCATION : ADVANCED CERTIFICATE EDUCATIONAL TECHNOLOGY SPECIALIST**

**CREDITS**

ET 601	Introduction to Technology in Education.....	3
ET 602	Instructional Design for Educational Technology.....	3
ET 603	Multimedia Design.....	3
ET 604	Technology for Special Needs.....	3
<b>TOTAL REQUIRED FOR CERTIFICATE IN EDUCATIONAL TECHNOLOGY SPECIALIST .....</b>		<b>12</b>



## HEALTH SERVICES ADMINISTRATION (M.S.)

SCHOOL OF HEALTH PROFESSIONS

### 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. Part-time students (six credits per semester) can complete their coursework (not including HSA 610 or HSA 629) 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 in a related field.
2. Preference will be given to students who have experience in health care or management.
3. 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 that they take MAT 123 or an equivalent 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.

### ACADEMIC REGULATIONS

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

1. Completion of 42 credit-hours required. Additional credits in thesis advisement may be recommended.

### 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 671 Information Technology in Healthcare .....	3
HSA 682 Managerial Epidemiology .....	3
*HSA 672 Practicum Placement .....	3
<b>TOTAL .....</b>	<b>30</b>

#### ELECTIVES (Select one):

HSA 605 Aging in American Society	
HSA 656 Introducing Drugs in the Human Population	
HSA 657 Advanced Decision Analysis	
HSA 668 Nursing Home Administration	
HSA 670 Health Services Consulting	
HSA 679 Special Topics	
<b>TOTAL .....</b>	<b>3</b>

#### REQUIRED RESEARCH COMPONENT:

HSA 608 Research Methodology and Design .....	3
HSA 610 Thesis Seminar .....	3
HSA 629 Thesis Advisement (minimum) .....	3
<b>TOTAL .....</b>	<b>9</b>

#### PRACTICUM:

HSA 672 Practicum .....	3
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**TOTAL MINIMUM REQUIRED FOR M.S. .... 42**

All classes are held in the evening from 5:30-8:30 pm, Monday through Thursday. Mode of delivery varies by course and semester.

**\* PRACTICUM:** Prior to registering for the practicum course, students must first complete 15 semester hours of coursework (see course description [HSA 672] for specific prerequisites). 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.

## INTERNATIONAL BUSINESS (M.S.)

SCHOOL OF ARTS, SCIENCES AND EDUCATION

### 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.

### GRADUATE ACADEMIC REQUIREMENTS:

To be in good standing during the fourth and fifth years of the program, the following are required:

1. A student must maintain a minimum semester/summer and cumulative average of at least 3.0.

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

### ACADEMIC PROBATION

A student will be placed on program academic probation when there is failure to satisfy specific program academic standards or regulations. A student will be placed on academic probation for the two full-time terms (i.e., semesters and/or summers) which immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification (undergraduate/graduate). Failure to meet the academic standards during a probationary period will result in dismissal from the program

Students placed on academic probation are not permitted to advance to subsequent terms of study until the academic deficiency which resulted in the probation status has been remedied. The

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student will remain on probation for two terms in which full-time coursework, or its equivalent, is satisfactorily completed.

Students may appeal the decision of dismissal from the international business program to the chair of the department of business. The appeal is initiated with a letter from the student to the department chair that describes the extenuating circumstances that limited academic performance. The department chair then presents the appeal to the business faculty for consideration. If the appeal is accepted, the student will remain on program academic probation for two full-time terms and must satisfy the criteria of probation.

**STUDENT CONDUCT**

Students enrolled in the D'Youville College international business program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and fieldwork assignments. Academic dishonesty of any form will not be tolerated by the program faculty. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the international business program.

**FIELDWORK REQUIREMENT**

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

**LANGUAGE REQUIREMENT**

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

**COURSE REQUIREMENTS****INTERNATIONAL BUSINESS DEGREE: M.S.****IN THE AREA OF CONCENTRATION:**

	<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>

**RESEARCH COMPONENT:**

GRA 600 Theory Development .....	3
GRA 621 Applied Research Methods .....	3
GRA 622 Applied Research Project Seminar .....	3
<b>TOTAL .....</b>	<b>9</b>

**FIELDWORK:**

IB 620 International Business Fieldwork .....	3-9
<b>TOTAL .....</b>	<b>3-9</b>

**TOTAL REQUIRED FOR M.S. .... 39-45**

## NURSING (M.S.)

SCHOOL OF NURSING

### MASTER OF SCIENCE PROGRAMS IN NURSING

Programs offered in the School of Nursing include a master of science clinical nurse specialist in community health nursing and family nurse practitioner. 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 COMMUNITY HEALTH PROGRAMS

#### **\*\*THIS PROGRAM IS NO LONGER ADMITTING STUDENTS\*\***

1. A baccalaureate degree, an entry-level masters, or entry-level doctoral degree in nursing from an approved or accredited school of nursing with a cumulative undergraduate G.P.A. of at least 3.0
2. A baccalaureate degree in nursing plus a master's degree in another field from an accredited college or university with an overall G.P.A. of at least 3.5.
3. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant professional success, may submit an application for consideration.
4. An undergraduate course in applied statistics of at least 3 credits, with a grade of C or better.
5. An undergraduate course in computer science, or its equivalent, to demonstrate computer literacy.
6. An active unrestricted license to practice professional nursing in the state of New York or in Ontario, Canada.
7. Evidence of current certification in cardio-pulmonary resuscitation. Evidence of certification must be updated and maintained continually

throughout the program.

8. Two letters of reference that include comment on the applicant's clinical performance (preferably from a supervisor and colleague).
9. A written statement of approximately 500 words clearly articulating the applicant's goals for master's education.
10. At least one year of practice as a registered professional nurse is recommended.
11. 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.
12. A personal interview will be conducted following admission, prior to registration for the first semester courses.

### 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. Students in the master of science in nursing community health programs are required to receive at least a B in their clinical courses (NUR 604, NUR 605, NUR 606, NUR 607, and 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.
2. Students in the family nurse practitioner program are required to receive at least a B in all clinical courses and NUR 631/ NUR 631L.

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**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**

The minimum academic requirement for the master of science (community health nursing) is 42 credit-hours (education), 42 credit-hours (management), or 43 credit-hours (advanced clinical) 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 and Evaluation .....	3
GRA 607/NUR 617 Teaching Strategies and Instructional Technology .....	3
GRA 608/NUR 618 Nurse Educator Role 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 Practicum .....	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 or an entry-level masters degree or entry-level doctoral degree in nursing.
3. An overall G.P.A. of at least 3.0. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.
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).
9. A student who meets the entry requirements and is currently enrolled in a nurse practitioner program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes.

### **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 in these courses, 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.

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**Clinical practicum courses include:**

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

**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 and Aging Populations

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

**COURSE REQUIREMENTS****NURSE PRACTITIONER (FAMILY NURSE PRACTITIONER IN PRIMARY CARE)****DEGREE: M.S.****CLINICAL COMPONENT:****CREDITS**

NUR 631	Advanced Health Assessment .....	3
NUR 631L	Advanced Health Assessment Lab .....	1
NUR 634	Health Promotion and Primary Care of Children and Families .....	3
NUR 635	Health Promotion and Primary Care of Women and Families .....	3
NUR 637	Health Promotion and Primary Care of Adults and Aging Populations .....	3
NUR 638	Family NP Clinical Practicum in Pediatrics .....	3
NUR 639	Family NP Clinical Practicum in Women's Health Care .....	3
NUR 640S/		
NUR 640CL	Family NP Clinical Practicum in Adult Health and Aging Adults .....	5
<b>TOTAL</b>	<b>.....</b>	<b>24</b>

**RESEARCH COMPONENT:**

NUR 600	Nursing Theory Development .....	3
NUR 601	Nursing Research Methods .....	3

**SUPPORTIVE COMPONENT:**

NUR 632	Advanced Pharmacology .....	3
NUR 633	Advanced Physiology and Pathophysiology .....	3
<b>TOTAL</b>	<b>.....</b>	<b>12</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>.....</b>	<b>4-6</b>

**Thesis Option Requirements:**

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

**TOTAL REQUIRED FOR M.S.: ..... 40-42**

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

SCHOOL OF HEALTH PROFESSIONS

### 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, courses in research (and a required master's thesis or project) and six months of supervised fieldwork. The program may be completed within three academic years.

The program is designed to meet or exceed the 2011 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, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org).

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, registered (OTR). Most states, including New York, require licensure in order to practice. State licenses are usually based on the results of the NBCOT certification exam, (as well as six months of supervised fieldwork and graduation from an accredited program) 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 meet the required minimum criteria and must present the following by Nov. 30:

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 with an official transcript.
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 Human Physiology, Anatomy and Physiology I and II, or their equivalents, at least one of which is a lab course, as determined by the registrar and the department.

Upon admission, students will take a writing skills assessment. If the results indicate the need for remediation, students must follow through with recommendations. The faculty expects students to have basic computer skills for word processing, e-mail and online database and library searches. Students who lack any of these abilities should enroll in tutorials offered by the college or other institutions. Students are expected to participate in distance learning coursework through the OT curriculum.

### ACADEMIC REGULATIONS

Academic regulations for occupational therapy are in addition to general college policies for all part-time and full-time students. Full-time and part-time students must meet all academic regulations listed below.

#### A. OCCUPATIONAL THERAPY DEPARTMENT GOOD ACADEMIC STANDING

1. To be in good standing while enrolled in graduate courses (500 & 600 level) a student must:
  - a. Maintain a minimum semester and cumulative average of at least 3.0.
  - b. Obtain a minimum grade of B in all graduate work.
2. To be in good standing in OT courses that are graded as Satisfactory/Unsatisfactory (OT 610, OT 629, OT 630, OT 640, OT 641), students must achieve a grade of Satisfactory. An Unsatisfactory grade in any of these courses constitutes a failure to meet academic regulations and will require the student to repeat the course.

#### B. OCCUPATIONAL THERAPY DEPARTMENT ACADEMIC PROBATION:

Students, whether full time or part time, who are not in good standing in the department is placed on occupational therapy department academic probation where they will remain until they meet the conditions of academic good standing for two full-time semesters. The conditions of occupational therapy department academic probation must be met in each successive (full or part time) semester, but probationary status is not removed until conditions are fulfilled during two full-time semesters. (See grade and GPA requirements.)

#### C. CONDITIONS OF OCCUPATIONAL THERAPY DEPARTMENT ACADEMIC PROBATION:

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

- a. for all 500- and 600-level courses over the next two full-time semesters:
  - i. Receive no less than a "B" in all courses;
  - ii. Achieve a semester average of at least 3.0;
  - iii. Achieve a cumulative average of at least 3.0 by completion of the second full-time semester of occupational therapy department academic probation.



- b. For the S/U graded OT courses listed in A2 (a ii) of the occupational therapy department academic regulations section, over the next two full-time semesters, receive grades of S.

#### D. GRADES BELOW B POLICY

This policy applies to all 500- and 600-level OT courses. No more than a total of six credits or two courses (whichever better advances academic progress) with grades lower than B (B-, C+, C) are applicable to the occupational therapy degree. A grade of C- or lower is not applicable to the occupational therapy degree.

#### E. DISMISSAL FROM THE OCCUPATIONAL THERAPY PROGRAM

1. A student that is on OT department academic probation and does not meet the conditions of OT department academic probation will be dismissed from the OT department but not necessarily dismissed from the college. The dismissed student is encouraged to contact the director of retention services at 716.829.7625.
2. A student dismissed from the OT department has the option to appeal the dismissal. In order to appeal, the student must write a letter to the chair of the OT department. The timeframe for submitting the letter will be indicated in the student's written notification of dismissal from the OT department. The letter to the chair must include:
  - a. a description of verifiable extenuating circumstance(s) that prevented/hindered achievement of the conditions of OT department academic probation
  - b. a plan to maximize future academic success

#### F. REQUIREMENTS FOR LEVEL II FIELDWORK

1. 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-led professional development interviews in the first and second years of study.
2. Receipt of a U grade in either OT 521 (Fieldwork Seminar I) or OT 632 (Fieldwork Seminar II) may alter the student's choices or plans for Level II Fieldwork.
3. 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 OT

major before repeating the course. Students will not be allowed to repeat more than one Level II fieldwork course.

#### G. 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 OT Methods of Evaluation and Documentation I
  - OT 529 Child and Adolescent Intervention
  - OT 633 OT Methods of 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>64-65</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 (optional/as needed)	1

##### ELECTIVE:

OT 605 Clinical Fieldwork III (optional fieldwork)	variable
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**SUBTOTAL** ..... 9-10

**TOTAL REQUIRED FOR M.S.:** ..... 73-75

## 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

SCHOOL OF HEALTH PROFESSIONS

### (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, problem-solving, and hands on skills in the specialty area of neuromusculoskeletal examination, evaluation and interventions.

#### ADMISSION REQUIREMENTS

Applicants to this certificate program must present the following:

1. Official transcripts indicating an entry-level degree in physical therapy and,
2. A current active license to practice physical therapy in the U.S. or its equivalent.

Students who are currently enrolled in the doctor of physical therapy program may also apply for admission to this certificate program if they:

1. Obtain a recommendation letter from a faculty member who is an orthopedic specialist, and
2. Are in good standing within the DPT program, and
3. Have a minimum 3.25 G.P.A. for all courses within the DPT orthopedic curriculum (PT 512, PT 513, PT 613, lecture and labs)

### COURSE REQUIREMENTS

#### ADVANCED ORTHOPEDIC PHYSICAL THERAPY CERTIFICATE

##### REQUIRED COURSES:

	<b>CREDITS</b>
PT 731    Advanced Orthopedics Spine .....	3
PT 732    Advanced Orthopedics Extremities .....	3
PT 706    Business Management Strategies for PT Practice .....	3

##### ADVANCED PRACTICE:

PT 634    Spinal Manipulation I .....	1
PT 689D    Comp Soft Tissue Manipulation .....	1
PT 689C    Functional Approach to Exercise .....	1
PT 750/750L    Taping Methods and Applications (lecture and lab) .....	1

##### CLINICAL FIELDWORK:

PT 660    4 Week Advanced Orthopedic Clinical Internship (160 hours) .....	2
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#### TOTAL REQUIRED FOR CERTIFICATE IN ADVANCED ORTHOPEDIC

**PHYSICAL THERAPY .....15**

## CLINICAL RESEARCH ASSOCIATE

SCHOOL OF HEALTH PROFESSIONS

### (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:	CREDITS
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>
<b>TOTAL REQUIRED FOR CERTIFICATE IN CLINICAL RESEARCH ASSOCIATE.....</b>	<b>15</b>

## EDUCATIONAL TECHNOLOGY SPECIALIST

SCHOOL OF ARTS, SCIENCES AND EDUCATION

### (OFFERED BY EDUCATION DEPARTMENT)

#### ADVANCED CERTIFICATE PROGRAM

The educational technology specialist program is approved by New York state and is designed for students who have completed an undergraduate degree and who are interested in working in school environments with the integration of technology. All 12 credits are transferrable to graduate education programs at D'Youville.

The program does not require a teaching certificate for admission and does not lead to New York state certification. The certificate can be completed in two semesters with two courses per semester.

### COURSE REQUIREMENTS

#### EDUCATION DEGREE: ADVANCED CERTIFICATION EDUCATIONAL TECHNOLOGY SPECIALIST

	<b>CREDITS</b>
ET 601 Introduction to Technology in Education. ....	3
ET 602 Instructional Design for Educational Technology. ....	3
ET 603 Multimedia Design. ....	3
ET 604 Technology for Special Needs. ....	3
<b>TOTAL REQUIRED FOR CERTIFICATE IN EDUCATIONAL TECHNOLOGY SPECIALIST . . . . .</b>	<b>12</b>

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

SCHOOL OF NURSING

### (OFFERED BY SCHOOL OF NURSING)

#### 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.

### COURSE REQUIREMENTS

#### 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
NUR 640 CL	Family NP Clinical Practicum in Adult Health and Aging Adults .....	4

##### Spring Semester Courses

NUR 632	Advanced Pharmacology .....	3
NUR 637	Health Promotion and Primary Care of Adults and Aging Populations .....	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 S	Family Clinical Practicum Seminar in Adult Health and Aging Adults .....	1
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#### TOTAL REQUIRED FOR POST-MASTER'S CERTIFICATE

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

## HEALTH SERVICES ADMINISTRATION

SCHOOL OF HEALTH PROFESSIONS

### (OFFERED BY HEALTH SERVICES ADMINISTRATION)

#### 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.

### COURSE REQUIREMENTS

#### HEALTH SERVICES 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 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

## **LONG-TERM CARE ADMINISTRATION**

SCHOOL OF HEALTH PROFESSIONS

**(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**



## HEALTH PROFESSIONS/NURSE EDUCATION

SCHOOL OF NURSING

### (OFFERED BY SCHOOL OF NURSING)

#### 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.

### COURSE REQUIREMENTS

#### NURSING AND HEALTH-RELATED PROFESSIONS CERTIFICATE

##### REQUIRED COURSES:

	CREDITS
NUR 616 Curriculum Development and Evaluation.....	3
NUR 617 Teaching Strategies and Instructional Technology.....	3
NUR 618 Teaching Practicum/Nurse Educator Role 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.)

**TESOL**

SCHOOL OF ARTS, SCIENCES AND EDUCATION

**(OFFERED BY EDUCATION DEPARTMENT)****ADVANCED CERTIFICATE PROGRAM**

Individuals who hold initial or professional licensure to teach in New York State may complete an advanced certificate program in teaching English to speakers of other languages in order to extend their existing certification and to work as an ESL classroom teacher.

**COURSE REQUIREMENTS****EDUCATION DEGREE: ADVANCED CERTIFICATE TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

<b>REQUIRED COURSES:</b>	<b>CREDITS</b>
TSL 663 TESOL Methods 1.....	3
TSL 660 Applied Linguistics and Grammar .....	3
TSL 662 Second Language Acquisition .....	3
TSL 667 TESOL Methods 2.....	3
TSL 664 Sociolinguistics.....	3
TSL 668 Practicum in Student Teaching .....	3
<b>TOTAL REQUIRED FOR CERTIFICATE IN TESOL .....</b>	<b>18</b>

## 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  
 DHA . . . Health Administration  
 DHE . . . Doctoral -  
 Health Education Concentration  
 DHP . . . Doctoral -  
 Health Policy Concentration  
 EDL . . . Educational Leadership  
 EDU . . . Education  
 ELH . . . Education  
 ELK . . . Education  
 GRA . . . Graduate Core  
 HA . . . Health Analytics  
 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  
 PMD . . . Pharmacy  
 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 I LAB (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. Students answer field specialized questions on each practical.  
*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. Students answer field specialized questions on each practical.  
*Prerequisites: graduate level standing*

### BIO 603 BIOCHEMISTRY (3)

This 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. Additional extensive examination geared toward reinforcing the chemistry portion of the NBCE. *Corequisite: BIO 603L; Prerequisites: graduate level standing*

### BIO 603L BIOCHEMISTRY LAB (1)

This lab is consistent with material covered in lectures in BIO 603. *Corequisite: BIO 603; 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. Additional extensive examination geared toward reinforcing the chemistry portion of the NBCE.  
*Prerequisite: BIO 660*

### BIO 608 MICROBIOLOGY (3)

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. Students are required to write a short paper using scientific literature. The course consists of three lectures and three hours of laboratory per week. *Corequisite: BIO 608 L; Prerequisites: graduate level standing*

### BIO 608L MICROBIOLOGY LAB (1)

This lab is consistent with material covered in lectures in BIO 608. *Corequisite: BIO 608; Prerequisites: graduate level standing*

### BIO 610 IMMUNOLOGY (3)

Individuals 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, organs and molecules of the immune system. Immunologic techniques and their applications will also be examined.  
*Prerequisites: BIO 607*

### BIO 639 HUMAN GROSS ANATOMY (6) BIO 639L HUMAN GROSS ANATOMY LAB

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. Students are required to complete case study presentations, additional dissections with presentations and abstracts.  
*Prerequisites: BIO 507L and BIO 508L*

### BIO 659 INTERMEDIATE PHYSIOLOGY I (3) BIO 660 INTERMEDIATE PHYSIOLOGY II (3)

These courses are comprised of discussions of the molecular attributes

of cytological features that represent the underpinnings of such functions as nerve impulse and neurotransmission, skeletal muscle contraction, cardiac muscle excitation and coordination of contraction, processes of electrolyte and water balance, actions of chemical messengers such as hormones and drugs, gas transport and cellular respiration, nutrition, metabolism and excretion. *Prerequisites for BIO 659: graduate level standing; Prerequisites for BIO 660: BIO 659*

#### **CHR 600L INTRODUCTION TO CHIROPRACTIC LAB (2)**

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/L*

#### **CHR 610 NUTRITION THROUGHOUT THE LIFECYCLE (3)**

This three-credit course will examine nutritional needs and issues throughout the lifespan with special emphasis on preconception, pregnancy, lactation, infancy, childhood, adolescence and aging. Normal nutrition topics and nutrition-related conditions and interventions will be studied for each stage of the life cycle. Nutrient needs and recommendations will be addressed as well as age-related physiological changes. Specific attention will be given to current public health issues and model public food and nutrition programs. Current evidence-based practice recommendations will be covered with use of position papers by the Academy of Nutrition and Dietetics, and American Academy of Pediatrics. This course consists of three lecture hours. *Prerequisite: CHR 611 or permission of the instructor; Open to chiropractic majors only. Offered in the fall, spring and summer semesters.*

#### **CHR 611 NUTRITION AND HEALTH (3)**

This course will introduce the student to nutrition science and public health issues related to nutrition. The fundamentals of carbohydrates, protein, lipids, vitamins, minerals and metabolism will be explored. Emphasis will be placed on diet planning and analysis, energy balance and the role of diet and physical activity in a healthy lifestyle and disease prevention. Highlights of current topics in nutrition, such as eating disorders, vegetarian lifestyles, and fad diets will also be addressed. *Open to chiropractic majors only. Offered in fall, spring and summer semesters.*

#### **CHR 612 DIET THERAPY (2)**

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, obesity, eating disorders, GI diseases and promoting healthy eating. The emphasis of this course is the practical application of subject matter in the clinical setting. *Prerequisites: CHR 611 or permission of the instructor; Open to chiropractic majors only. Offered in the fall and spring semesters.*

#### **CHR 613 PHARMACOLOGY I (3)**

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

#### **CHR 614 PHARMACOLOGY II (3)**

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

#### **CHR 621 PHYSIOLOGIC THERAPEUTICS (3)**

This course studies the therapeutic utilization of heat, cold, light, electricity and sound. Students analyze physiologic responses to therapeutic modalities and evaluate their effectiveness as therapeutic agents. This course also includes a review of research relative to the therapeutic modalities. Theories and methods of the holistic approach to management of acute and chronic pain syndromes are presented. Laboratory experiences include practice sessions to gain experience in the utilization of heat, cold, light, electricity and sound for management of acute and chronic pain syndromes. *Corequisite: CHR 621L; Prerequisite: BIO639, CHR 600L and CHR 640*

#### **CHR 621L PHYSIOLOGIC THERAPEUTICS (2)**

This lab is consistent with material covered in lectures in CHR 620. *Corequisite: 621; Prerequisite: BIO639, CHR 600L and CHR 640*

#### **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 on 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. These are considered alternative and complementary in nature. Additionally, interns 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, All BIO classes, IRB approval, CHR 654, 657, 664, 665, 637, 636, 643, 614, 634, passing grade NCBE Part I (all sections).*

#### **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 (2)**

Seminar course focused on the discussion of current practice, education and theory research in the chiropractic profession. Review of what constitutes 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 or HSA 608*

#### **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 633 CLINICAL NUTRITION (2)**

This in-class course will provide the student with an understanding of the principles and practices of "evidence-informed clinical nutrition" and its importance in patient centered management. The student will review the basic biochemical properties of nutrients as well as common diagnostic tests to identify a condition, recommend specific nutrients, and monitor therapeutic benefits of these recommendations. This course will serve as a capstone course to compliment other core curriculum nutrition courses of the DYC doctor of chiropractic program. The format of the course will include PowerPoint presentations, discussions, case analysis, and review of the best available evidence in the current literature. *Prerequisites: BIO 603, BIO 607, CHR 610, CHR 640*

#### **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 People2020 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.

#### **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. *Corequisite: CHR 635L; Prerequisite: BIO 639/L*

#### **CHR 635L SPINAL ANATOMY LAB (1)**

This lab is consistent with material covered in lectures in CHR 635. *Corequisite: 635; Prerequisite: BIO 639*

#### **CHR 636 SPORTS INJURIES AND EMERGENCY CARE (1)**

This course shall prepare the health care practitioner to appropriately evaluate and provide basic lifesaving 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 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. *Corequisite: 636 L; Prerequisite: BIO 639 and CHR 640*

#### **CHR 636L SPORTS INJURIES AND EMERGENCY CARE LAB (2)**

This lab is consistent with material covered in lectures in CHR 636. *Corequisite: CHR 636 Prerequisite: BIO 639 and CHR 640*

#### **CHR 637 CHIROPRACTIC REHABILITATION (2)**

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. *Corequisite: 637L; Prerequisites: CHR 621 & CHR 655*

#### **CHR 637L CHIROPRACTIC REHABILITATION (3)**

This lab is consistent with material covered in lectures in CHR 637. *Corequisite: CHR 637 Prerequisites: CHR 621 & CHR 655*

#### **CHR 638 PSYCHOLOGY FOR HEALTHCARE 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.

#### **CHR 639 HISTORY AND PHYSICAL EXAMINATION (3)**

Examines all areas of patient interviewing such as history of present illness, comprehensive health history, recordkeeping, problem-oriented history-taking, narrative format histories, nonverbal communication, and patients with special problems. Students learn and practice 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. *Corequisite: 639 L; Prerequisite: BIO 639*

#### **CHR 639L HISTORY AND PHYSICAL EXAMINATION LAB (3)**

This lab is consistent with material covered in lectures in CHR 639. *Corequisite: CHR 639; Prerequisite: BIO 639*

#### **CHR 640 CLINICAL DIAGNOSIS (6)**

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. Clinical diagnosis laboratory will reinforce information taught in lecture. *Corequisite: 640 L; Prerequisite: CHR 639*

#### **CHR 640L CLINICAL DIAGNOSIS LAB (1)**

This lab is consistent with material covered in lectures in CHR 640. *Corequisite: CHR 640; Prerequisite: CHR 639, BIO 607, BIO 610*

#### **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.

#### **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. *Prerequisites: CHR 641*

#### **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 641*

#### **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 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: Trimester 8 standing*

#### **CHR 645 SOFT TISSUE TECHNIQUES LECTURE(4)**

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. *Corequisite: CHR 645L; Prerequisite: CHR 600L and CHR 654*

#### **CHR 645L SOFT TISSUE TECHNIQUES LAB (1)**

This lab is consistent with material covered in lectures in CHR 645. *Corequisite: CHR 645; Prerequisite: CHR 600*

#### **CHR 646 GERIATRIC AND SPECIAL NEEDS POPULATIONS (2)**

This course will provide students with knowledge and skills necessary for health assessment of the geriatric and special needs patient. Emphasis will be placed on the collection and synthesis of information leading to the development of a comprehensive plan of evaluation and care. Evidence-informed practice concepts related to health promotion, disease prevention, and treatment will be utilized to develop critical thinking and diagnostic reasoning skills. *Prerequisite: CHR 640*

#### **CHR 647 PEDIATRICS & WOMEN'S HEALTH (2)**

This course provides the student with a comprehensive evidenced-informed approach to the unique health and wellness concerns of pediatric and female patients. The course will review the developmental milestones of pediatric patients, through a review of examination, assessment, and chiropractic case management protocols. Unique women's health conditions will be reviewed and specific chiropractic case management protocols will be introduced in this course. The course will include didactic PowerPoint presentations, case analysis in an active learning format, and treatment demonstrations. *Prerequisite: CHR 640*

#### **CHR 650 ADJUSTIVE TECHNIQUES I (1)**

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. *Corequisite: 650L; Prerequisite: CHR 600L*

#### **CHR 650L ADJUSTIVE TECHNIQUES LAB (2)**

This lab is consistent with material covered in lectures in CHR 650. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic area. *Corequisite: 650; Prerequisite: CHR 600L*

#### **CHR 651 ADJUSTIVE TECHNIQUES II (1)**

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 both dynajust and force plate teaching/evaluations. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the lumbar and pelvic areas. *Corequisite: CHR 651L; Prerequisites CHR 650 and CHR 650L*

**CHR 651L ADJUSTIVE TECHNIQUES II LAB (1)**

This lab is consistent with material covered in lectures in CHR 651. 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 and CHR 650L

**CHR 652 ADJUSTIVE TECHNIQUES III (1)**

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 both dynamometer and force plate teaching/evaluations. *Corequisite:* CHR 652 L; *Prerequisites* CHR 651 and CHR 651L

**CHR 652L ADJUSTIVE TECHNIQUES III LAB (1)**

This lab is consistent with material covered in lectures in CHR 652. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic, lumbar, and thoracic areas. *Corequisite:* CHR 652; *Prerequisites* CHR 651 and CHR 651L

**CHR 653 ADJUSTIVE TECHNIQUES IV (4)**

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 soft tissue techniques utilized to treat conditions of the spine across the age continuum. *Corequisite:* CHR 653; *Prerequisites* CHR 652 and CHR 652L

**CHR 653L ADJUSTIVE TECHNIQUES IV LAB (3)**

This lab is consistent with material covered in lectures in CHR 653. Clinical laboratory experience will be divided into two sections: Section I will emphasize the cervical and thoracic orthopedic tests. All sections will continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses with both dynamometer and force plate evaluations. The use of orthotic devices, taping, and procedures for treating various spinal conditions will be discussed and demonstrated. *Corequisite:* CHR 653; *Prerequisites* CHR 652 and CHR 652L

**CHR 654 ADJUSTIVE TECHNIQUES V (ORTHOPEDICS I) (4)**

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. *Corequisite:* CHR 654; *Prerequisites* CHR 653, CHR 653L and CHR 655

**CHR 654L ADJUSTIVE TECHNIQUES V LAB (ORTHOPEDICS I) (3)**

This lab is consistent with material covered in lectures in CHR 654. 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 case history 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. *Corequisite:* CHR 654; *Prerequisites* CHR 653, CHR 653L and CHR 655

**CHR 655 ADJUSTIVE TECHNIQUES VI (ORTHOPEDICS II) (3)**

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 extra spinal 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 653; *Prerequisite:* CHR 652 and CHR 652L

**CHR 655L ADJUSTIVE TECHNIQUES VI LAB (ORTHOPEDICS II) (4)**

This lab is consistent with material covered in lectures in CHR 655. 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 653; *Prerequisite:* CHR 652 and CHR 652L

**CHR 656 CLINICAL NEUROSCIENCE (4)**

An in-depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. *Corequisite:* CHR 656; *Prerequisite* CHR 635

**CHR 656L CLINICAL NEUROSCIENCE (1)**

This lab is consistent with material covered in lectures in CHR 656. Laboratory includes examination of neural specimens. Four lecture hours, and two laboratory hours. *Corequisite:* CHR 657; *Prerequisite* CHR 635

**CHR 657 APPLIED NEUROLOGY (3)**

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. *Corequisite: CHR 657L; Prerequisite CHR 656 and CHR 656L.*

#### **CHR 657L APPLIED NEUROLOGY (2)**

This lab is consistent with material covered in lectures in CHR 657. Laboratory sessions will include demonstration and practice in performing various neurological tests. *Corequisite: CHR 657; Prerequisite CHR 656 and CHR 656L.*

#### **CHR 661 DIAGNOSTIC IMAGING I (3)**

This course will introduce the student to diagnostic imaging as an assessment tool used in the development of a comprehensive patient profile. The dual focus of this course will be on the physics and processes involved in radiographic techniques and normal radiographic anatomy. The course will provide instruction concerning radiographic 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. Radiographic interpretation instruction will include the normal radiological anatomy of the spine, viscera, and the extremities. *Corequisite: CHR 661L; Prerequisite: BIO 639/L*

#### **CHR 661L DIAGNOSTIC IMAGING I (1)**

This lab is consistent with material covered in lectures in CHR 661. *Prerequisite: BIO 639*

#### **CHR 662 DIAGNOSTIC IMAGING II: BONE PATHOLOGY (4)**

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. *Corequisite: CHR 662L; Prerequisite CHR 661 and CHR 661L*

#### **CHR 662L DIAGNOSTIC IMAGING II: BONE PATHOLOGY (3)**

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. *Corequisite: CHR 662; Prerequisite CHR 661 and CHR 661L*

#### **CHR 663 DIAGNOSTIC IMAGING III (4)**

This course will place an emphasis 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 certain medical conditions or pathologies as listed in the syllabus, will be studied.

Part 1: 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.

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 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. *Corequisite: CHR 663L; Prerequisite CHR 662 and CHR 662L*

#### **CHR 663L DIAGNOSTIC IMAGING III (3)**

This lab is consistent with material covered in lectures in CHR 663. *Corequisite: CHR 663; Prerequisite CHR 662 and CHR 662L*

#### **CHR 664 DIAGNOSTIC IMAGING IV: REGIONAL REVIEW OF MUSCULOSKELETAL IMAGING CAPSTONE COURSE (4)**

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. *Corequisite: CHR 664L; Prerequisite CHR 663 and CHR 663L*

#### **CHR 664L DIAGNOSTIC IMAGING IV: REGIONAL REVIEW OF MUSCULOSKELETAL IMAGING CAPSTONE COURSE (3)**

This lab is consistent with material covered in lectures in CHR 664. Laboratory experience will include review of many representative cases. *Corequisite: CHR 664; Prerequisite CHR 663 and CHR 663L*

#### **CHR 665 DIAGNOSTIC IMAGING V (2)**

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. *Corequisite: CHR 665L; Prerequisite CHR 661 and CHR 661L*

#### **CHR 665L DIAGNOSTIC IMAGING V (1)**

This lab is consistent with material covered in lectures in CHR 665. Laboratory experience includes demonstration of the proper and safe use of equipment and positioning techniques. *Corequisite: CHR 665; Prerequisite CHR 661 and CHR 661L*

#### **CHR 670 PROFESSIONAL COMMUNICATION (2)**

This class is an overview of fundamental professional writing as it applies to professional communication. Each week students will participate in active learning through reading, discussion, completing exercises, written assignments, peer editing, and revision. The overall objective of this course is to create/reinforce sound written and oral communication skills in students preparing to become clinicians.



**CHR 671 EIP I: LIBRARY RESEARCH, RESOURCES & INFORMATION LITERACY (1)**

This laboratory class is a foundation for the Evidence-Informed Practice (EIP) sequence of courses. The course is designed to teach students how to use the library, its resources and services. Basic and advanced library research strategies are taught through active learning workshops, exercises and assignments. The emphasis will be on developing the information literacy skills necessary to navigate through the online library databases, web resources, and print materials necessary for health care practitioners to remain current with the best available evidence. *Prerequisite: CHR 670*

**CHR 672 EIP II: RESEARCH METHODS, DESIGN, AND STATISTICAL INTERPRETATION (3)**

This is the second course in the evidence-informed practice (EIP) sequence. The course is a qualitative introduction to the fundamental structure of research. It introduces the different types of research studies, and addresses the basic statistical tools involved in evaluating various research designs. Students will learn how to interpret statistical results in the context of clinical applications. The course prepares students to read and understand biomedical literature, enabling them to be up-to-date on the latest research in their field and allowing them to offer their patients the best evidence-informed care available. *Prerequisites: CHR 671 EIP I*

**CHR 673 EIP III: CHIROPRACTIC PRINCIPLES: EVIDENCE-INFORMED PRACTICE (3)**

This is the third course in the evidence-informed practice (EIP) sequence. This course builds on CHR 672 and will concentrate on concepts of evidence-informed practice with a specific focus on evidence informed chiropractic. EIP is the future of our healthcare system and will drive future best practice in all professions. This course is intended to teach students to better assist the patient through EIP guided reasonable and rational decisions about health care. *Prerequisite: CHR 672 EIP II*

**CHR 674L EIP IV: JOURNAL CLUB SEMINAR (1)**

This seminar lab course is the fourth in the evidence-informed practice (EIP) sequence. This is an interactive course designed to sharpen the students' research literacy and evidence-informed practice (EIP) skills. Applied EIP is emphasized, including questioning, researching, analyzing and communicating

clinically relevant information. The overall objective of this course is to create sound EIP habits in students, preparing to become doctors of chiropractic. Students will research, develop, and present a journal club of clinically relevant, important, and applicable biomedical research literature to a small group of peers and practicing clinical mentors and professionals. Students will apply key EIP skills (asking, accessing, appraising, applying, and assessing) along with the concept of critical appraisal of the literature. Emphasis is placed on how the research and clinical literature impacts clinical decisions in chiropractic practice. *Prerequisite: CHR 673 EIP III*

**CHR 675 EIP V: EVIDENCE-INFORMED CLINICAL MANAGEMENT (4)**

This capstone lecture course is the fifth in the evidence-informed practice (EIP) sequence of courses. It provides the student with an understanding of the principles and practices of EIP and its importance in patient-centered care. The course reflects a synthesis of all prerequisite courses in the chiropractic program and prepares the student to implement evidence-informed chiropractic in a primary care model. Emphasis will be placed on the application of patient centered, evidence-informed best practice protocols, and the use of integrative clinical management strategies to improve health outcomes. The student will learn effective communication and documentation for a wide range of healthcare related activities which include patient care, professional communication, health education, record keeping, and reporting. *Corequisite: CHR 675L; Prerequisites: CHR 653/653L and CHR 674*

**CHR 675L EIP V: EVIDENCE-INFORMED CLINICAL MANAGEMENT LAB (3)**

This lab accompanies CHR 675 capstone course, the fifth in the evidence-informed practice (EIP) sequence of courses. It provides the student with an understanding of the principles and practices of EIP and its importance in patient-centered care. The course reflects a synthesis of all prerequisite courses in the chiropractic program and prepares the student to implement evidence-informed chiropractic from a primary care model. Emphasis will be placed on the application of patient centered, evidence-informed best practice protocols, and the use of integrative clinical management strategies that improve health outcomes.

The clinical laboratory experience will have a dual focus: The first focus of the

laboratory will emphasize the case history, spinal, pelvic, and extremity orthopedic tests, and physical examination procedures involving different case scenarios which will allow students to develop treatment plans based on evidence-informed guidelines. Students will utilize PICO questions to determine best practice models and apply them to the development of treatment plans. The second focus will emphasize proper documentation for patient care, professional communication, health education, record keeping, and reporting required by government and insurance entities. All sections will continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses. *Corequisites: CHR 675; Prerequisites: CHR 653/653L, CHR674L*

**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 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 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.

**DHA 615/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.

**DHA 616/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.

**DHA 648/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.

**DHA 652/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.

**DHA 653/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.

**DHA 657/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.*

**DHA 660/HSA 660 APPLIED BIostatISTICS (3)**

The course has an emphasis on the application and interpretation of statistical tests commonly employed in epidemiologic and health services research. This course will emphasize

statistical concepts and the application of statistical methods to test hypothesis in data sets. Topics include descriptive statistics, probability distributions, point and confidence interval estimation, hypothesis testing for means, proportions, elementary non-parametric techniques, tests for categorical data, ANOVA, correlations and introduction to regression methods. Students will be introduced to SPSS in weekly laboratory sessions to learn how to import and manipulate data sets and perform data analysis using statistical methods covered in the course.

**DHA 669/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.*

**DHA 682/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.

**DHA 700 HEALTH POLICY (3)**

Policymaking has a profound effect on all aspects of health care delivery from the invention and marketing of new health modalities to insuring individuals against catastrophic loss. Indeed, all the major stakeholders in the health care system have an interest in sound health care decisions at all levels. This course will explore the relationship of technology, business and government in the creation and implementation of sound policies that address unmet medical needs and promote the public good. Through the liberal use of case studies, the student will be exposed to international policies and policy making and the impact that process has on individual health.

**DHA 701 SYSTEMS THINKING (3)**

Providing health care to a diverse population requires the integration of a complex system of suppliers and consumers. Any system aimed at controlling health care costs needs to simultaneously control quality of the care provided and the efficiency of providing that care. This course will introduce students to a more systems-oriented approach to understanding healthcare delivery that includes qualitative and quantitative engineering of integrated networks of healthcare providers, supply chain management, and consumer preferences to optimize health outcomes and reduce costs.

**DHA 702 COMMUNICATIONS LEADERSHIP (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.

**DHA 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.

**DHA 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.

**DHA 705/HSA 679 SPECIAL TOPICS: INFORMATION TECHNOLOGY IN HEALTH CARE (3)**

This course provides an in depth review of the use of information technology in health care. The course will consider how information systems have developed to support the business and clinical requirements of the health care delivery system. Most important, the course will assess reasons for recent expansion in health information technology and consider the potential impact of this with an emphasis on both the cost and quality of health care services.

**DHA 706 POPULATION HEALTH**

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 and in context with the health of the peoples involved.

**DHA 707 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.

**DHA 708 DESIGN OF INQUIRY (3)**

This course will introduce students to the design of scientific inquiry as exhibited through scientific publication and grant writing. In the first half of the course students will learn to critically evaluate the medical literature with respect to study design, statistical analysis, and interpretation of results. The program is designed to prepare the participant for independence in accessing health care delivery and population health literature and evaluate the quality of published and peer reviewed journal articles.

**DHA 800 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.

**DHA 801 PROPOSAL IDENTIFICATION/ DISSERTATION (1)**

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. This should take one semester after which 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 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 731: 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. *Prerequisite: Admission to the program. Offered every fall.*

**EDL 732: ADVANCED STATISTICS + LAB (4)**

This course is designed to refresh student backgrounds in descriptive and inferential statistics, and through review of this background, to develop a much richer and deeper understanding of the applications of these background 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. *Prerequisite: Admission to the program. Offered every fall.*

**EDL 733: QUANTITATIVE RESEARCH DESIGN (3)**

This course is designed to extend prior graduate training in quantitative research methodology to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of quantitative techniques, including pre-experimental, true experimental and quasi-experimental designs. Students will conduct literature reviews on their topics of interest, and apply their understandings of quantitative research methodologies to literature in their field of interest. Students design a study of their choice applying all aspects of the course, including APA writing style, literature reviews, and a detailed methods section covering their applications of research design to their topic of choice. *Prerequisite: EDL 732. Offered every spring.*

**EDL 734: QUALITATIVE RESEARCH DESIGN (3)**

This course is designed to extend prior graduate training in qualitative research methodology to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of qualitative techniques, including interviews, focus groups, content analysis and ethnography. Students will conduct literature reviews on their topics of interest, and apply their understandings of qualitative research methodologies to literature in their field of interest. Students design a study of their choice applying all aspects of the course, including APA writing style, literature reviews, and a

detailed methods section covering their applications of research design to their topic of choice. *Prerequisite: EDL 733. Offered every summer.*

**EDL 735: CASE STUDY METHOD AND DESIGN (3)**

This course introduces and instructs students in case study method and design. The course applies previous coursework in statistics, quantitative methods, and qualitative methods to evaluating and conducting case studies in education. As a method for researching “how and why” questions regarding “real world” (or “natural” settings such as neighborhoods, schools, or academic departments), the unique features and appropriate applications of case study method and design are described and analyzed. Published case studies of education (or education-related) endeavors are reviewed and evaluated. *Prerequisites: EDL 734. Offered every fall.*

**EDL 737: THE PERSISTENT PROBLEMS OF INEQUALITY FOR EDUCATION THEORY AND PRACTICE (3)**

This course examines the history and current status of the relationship between education and various forms of social inequality. Relying on both historical writings and current empirical research, the course analyzes the various ways in which formal educational institutions have been and are related to sustaining, increasing and reducing various forms of social inequality. Emphasis is given to using this analysis to evaluate current educational policy and practice, especially with respect to the transition to post-secondary education. *Prerequisite: EDL 731. Offered every spring.*

**EDL 738: 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. *Prerequisite: EDL 737. Offered every fall.*

**EDL 739: CULTURAL PERSPECTIVES IN EDUCATION (3)**

This course draws from the fields of culture studies and multicultural education to understand cultural phenomenon in relation to education. It identifies and analyzes cultural issues at the institutional, organizational and classroom level. Emphasis is given to reviewing theoretical perspectives, empirical research, and demographic trends. The course also identifies and analyzes effective teaching-learning environments in the classroom at primary, secondary and post-secondary educational levels. *Prerequisite: EDL 737. Offered every spring.*

**EDL 752: DISSERTATION PROPOSAL I (3)**

This is the first of a two-course sequence, in which students identify the final dissertation topic, and develop the major sections of a complete dissertation proposal for research of that topic under the guidance and supervision of an Educational Leadership Faculty member. This course guides the student in all aspects of dissertation proposal design, format, and sequence. Students will provide a fully detailed topic for research of significance to the field, assemble a dissertation committee, and prepare the major aspects of the dissertation proposal, including introduction, theory for the research, review of the related literature, and a set of protocols for the conduct of the study. *Prerequisites: Successful defense of the qualifying paper and completion of the academic and professional core. Offered in fall and spring semesters.*

**EDL 753: DISSERTATION PROPOSAL II (2)**

This is the second of a two-course sequence, in which students prepare the final dissertation proposal, including all elements of written work in EDL 722, and preparing IRB applications, any applicable contact letters, and proposal defense presentation materials under the guidance and supervision of an Educational Leadership Faculty member. This course guides the student in all aspects of dissertation proposal finalizing, defense, and application materials for IRBs. Students will provide all elements of the final written dissertation proposal, follow guidelines regarding its final presentation to the dissertation committee, scheduling of defense, and any required revisions following the defense. *Prerequisites: EDL 752. Offered in fall and spring semesters.*

**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.

**EDL 831: DISSERTATION GUIDANCE (1-4)**

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. The student will prepare and defend the completed dissertation and obtain the approval of the dissertation committee. *Prerequisites: EDL 753. Offered in all semesters.*

**EDU 601 APPLIED RESEARCH FOR CURRICULUM LEADERS (3)**

This course is designed to provide opportunities for in-service teachers or individuals with access to classrooms, to develop and evaluate instructional and educational programs for the classroom or school. They should also develop a deeper awareness of the links between content and pedagogy in their teaching with the goal of applying this knowledge in their teaching practice. Candidates are required to implement an action research project which investigates/evaluates outcomes related to a classroom intervention, a program, or individual or small group academic setting with special attention paid to New York State and Common Core Standards.

**EDU 602 RESEARCH-BASED LITERACY: APPLICATION TO CURRICULUM DESIGN AND INSTRUCTION (3)**

This course provides an exploration of traditional and new definitions of literacy and strategies for integrating literacies (including reading, writing, listening, speaking, viewing, and visually representing) across subject areas. Literacy research and its impact on the curriculum will be examined as they apply the concepts to their work in the field. As a final project students create a classroom website / platform that includes a blog, digital displays of assignments and/or student work, and at least one assignment which requires students to use a wiki and one which requires digital video.

A major purpose of this project is for candidates to demonstrate their advanced understanding of the links between content and pedagogy when planning, implementing, or evaluating literacy instruction as they apply the research to their teaching.

**EDU 603 THEORIES, PRINCIPLES AND PRACTICES OF ADVANCED APPLICATIONS IN CLASSROOM MANAGEMENT (3)**

This course addresses learning and classroom management utilizing theory and techniques of applied behavioral analysis for the general and inclusive classroom. 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 students. Current research, candidate's professional experience and advanced principles of classroom management as well as research designs in behavioral analysis are analyzed through discussion and within assignments. This work will be conducted using the Common Core standards as a guiding principle.

**EDU 604 APPLIED CURRICULUM-BASED ASSESSMENT OF STUDENT LEARNING OUTCOMES (3)**

This course provides an in-depth examination of classroom curriculum, instructional strategies, and related assessment measures with a focus on New York State and Common Core standards. Utilizing their accumulated professional experiences and extant knowledge of the discipline, candidates link pedagogy to content when examining benefits and disadvantages of standardized testing, criterion referenced testing, performance assessment, authentic assessment, and student-based assessment. Candidates complete a project in which they keep a 4-week online database of assessment measures and their outcomes for one subject area in the classroom. Candidates also post samples of assessment instruments related to this project and engage in online discussion with their peers. The focus of online discussions is to examine how the assessment measures chosen support (or fail to support) improved learning in the classroom. Candidates are expected to demonstrate advanced understanding of the links between content and pedagogy as this relates to their area of certification in general and to the assessment of student learning outcomes in particular.

**EDU 605 CURRICULUM & INSTRUCTION CAPSTONE PROJECT (3)**

In this capstone course, candidates work independently with an advisor as they design, edit and finalize their capstone project. Advisors are assigned the first week of classes and it is the candidate's responsibility to schedule meetings each semester with his or her advisor to discuss progress toward completing this project. Candidates develop an e-portfolio to showcase learning outcomes directly linked to applications of professional experience and knowledge to capstone topic. The e-portfolio provides an opportunity for candidates to demonstrate their understanding of the links between content and pedagogy with special attention paid the New York State and Common Core Standards and to highlight their own advanced understanding of knowledge and skills related to curriculum and instructional applications in their teaching area(s). In the final semester of the program, the candidate's e-portfolio is reviewed by three faculty members, including the candidate's advisor.

**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 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 STRATEGIES: MATH AND SCIENCE (3)**

This course is designed to familiarize students with instructional strategies, methods and materials necessary for creating productive teaching-learning environments for elementary students. Emphasis is on instructional planning,

instruction and evaluation in math and science for grades 1-6. Students in this course are expected to demonstrate the ability to create positive, productive learning environments and to effectively plan for instruction and evaluation in math and science. This course also covers instruction for health and physical education.

**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 ELEMENTARY SCHOOL STRATEGIES: ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES (3)**

This course is designed to familiarize students with instructional strategies, methods and materials necessary for creating productive teaching-learning environments for elementary students. Emphasis is on instructional planning, instruction and evaluation in English Language Arts and social studies for grades 1-6. Students in this course are expected to demonstrate the ability to create positive, productive learning environments and to effectively plan for instruction and evaluation in English Language Arts and social studies. Some attention is also paid to integrating art and music in elementary schools.

**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 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.

**EDU 633 DATA DRIVEN ASSESSMENT AND MANAGEMENT (3)**

This course emphasizes measurement, analysis, interpretation and reflection as a means to develop and modify curriculum, instruction and assessment. Responsibilities of teachers and administrators in these processes will be examined. Consideration will be given to the types of data that may inform instruction and assessment, with a focus on the psychometric principles used to evaluate those data. The role of standardized and teacher-made assessments, as well within-class and school-wide data management systems will be examined.

**EDU 637 TECHNOLOGY LITERACY FOR ADOLESCENCE EDUCATION (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 658 RESEARCH IN EDUCATION (3)**

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

**EDU 659 LANGUAGE ACQUISITION AND ELL INSTRUCTION (3)**

This class provides an overview of the English Language Learners (ELLs) and English as a Second Language (ESL) instruction for content area teachers. Topics include stages of second language acquisition, intercultural engagement, instructional adaptations for ELLs, and assessing ELLs in both language and content skills.

**EDU 677 FIELD EXPERIENCE OBSERVATIONS IN CHILDHOOD EDUCATION (3)**

This class provides students with guided classroom observation experiences in elementary school settings. These guided observations will provide students with special and general education experiences. Observation settings will be selected by the course instructor and connected to relevant course work and assignments.

**EDU 678 FIELD EXPERIENCE OBSERVATIONS IN ADOLESCENCE EDUCATION (3)**

This class provides students with guided classroom observation experiences in secondary school settings. These guided observations will provide students with special and general education experiences. Observation settings will be selected by the course instructor and connected to relevant course work and assignments.

**EDU 681 STUDENT TEACHING SEMINAR (0)**

This 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 (3)**

This course is a 16-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 684 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 691 STUDENT TEACHING SEMINAR (0)**

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

**EDU 692 PRACTICUM IN ADOLESCENCE EDUCATION (3)**

This course is a 16-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.*

**ELH 741: HIGHER EDUCATION GOVERNANCE, LAW AND POLICY (3)**

This course is designed to provide post-secondary educational leaders with the knowledge and skills necessary to understand and successfully lead their organizations within the constraints and opportunities provided by the current legal context and choice of governance structures. This course focuses on policy creation and implementation strategies while managing legal risks with special attention on respecting the civil rights of all constituency groups. This course will be structured to address current issues of importance to post-secondary educational leaders. *Prerequisite: EDL 738. Offered in fall semesters.*

**ELH 742: HIGHER EDUCATION FINANCE AND STRATEGIC PLANNING (3)**

This course provides detailed, hands-on experiences with the challenges that are faced by upper-level administration in the development, management, financing, and planning of higher education institutions.

Costs, revenues, staffing, and constraints that face educational leaders in both public and private venues are examined. Extensive examples of organizational structures, personnel and staffing needs, and financial considerations are shown as dependent upon each other, and integral to the strategic planning needed to meet institutional missions. *Prerequisites: EDL 732, EDL 737. Offered in fall semesters.*

**ELH 743: HIGHER EDUCATION CURRICULUM (3)**

This course is designed to prepare post-secondary educational leaders with the skills to manage the changing world of curriculum in higher education. This course studies the development and management of curriculum within higher education; purposes, uses, and control; program development; and distance education. Emphasis is placed on curriculum evaluation and planning. *Prerequisites: EDL 738, EDL 739. Offered in summer semesters.*

**ELH 744: PROGRAM EVALUATION, OUTCOMES ASSESSMENT, AND ACCREDITATION (3)**

This course examines the advanced evaluation of instructional and educational programs, and introduces students to many of the critical issues involved in assessment in higher education. The course places strong emphasis on the assessment of student learning, and demonstrates this through examples from literature provided by a variety of accrediting agencies. Extensive examples provide mathematical and conceptual understandings of differing measurement approaches to reliability and validity techniques for assessment tools. *Prerequisites: EDL 732, EDL 738. Offered in spring semesters.*

**ELH 745: APPLIED RESEARCH PRACTICUM I (2)**

Students develop an applied research proposal that studies an institutional issue or problem. The student will identify the question or problem to be studied and the student will, under the guidance of the instructor, develop an applied research proposal to be carried out in Applied Research Practicum II. *Prerequisite: EDL 735. Offered in fall and spring semesters.*

**ELH 746: APPLIED RESEARCH PRACTICUM II (2)**

Students conduct the research or evaluation proposal developed in Applied Research Practicum I. The student will obtain IRB approval, collect and analyze the data, and write up the full research report. *Prerequisite: ELH 745. Offered in fall and spring semesters.*

**ELK 741: K-12 EDUCATION GOVERNANCE, LAW AND POLICY (3)**

This course is designed to provide primary and secondary educational leaders with the knowledge and skills necessary to understand and successfully lead their organizations within the constraints and opportunities provided by current legal and governance structures. This course focuses on policy creation and implementation strategies while managing legal risks with special attention to respecting the civil rights of all constituency groups. This course will be structured to address current issues of importance to primary and secondary educational leaders. *Prerequisites: EDL 738. Offered in fall semesters, or as needed.*

**ELK 742: K-12 EDUCATION FINANCE AND PLANNING (3)**

This course is designed to provide primary and secondary educational leaders with the knowledge and skills necessary to understand and successfully lead their organizations within the constraints and opportunities current funding streams. This course focuses on legal, equity and budgetary issues, with a focus on improving the efficacy and efficiency. This course will be structured to address current issues of importance to primary and secondary educational leaders. *Prerequisite: EDL 732, EDL 737. Offered in summer semesters, or as needed.*

**ELK 743: SCHOOL-COMMUNITY RELATIONS (3)**

This course identifies and evaluates efforts to coordinate district, university, business/industry, and community service agencies in building effective programs that enhance the capacity of educators to meet the needs of all students. Students learn to communicate effectively with various cultural, ethnic, racial, and special interest groups within the community and learn to involve them appropriately in policy development, assessment, and planning. Students learn to design and implement community school concepts, community needs assessments, community participation projects, and community education organizations. Students develop an understanding of community power structures, including identifying major opinion leaders and their relationships to the school. Students develop an effective and interactive staff communications plan and public relations program. *Prerequisites: EDL 737, EDL 739. Offered in spring semesters only.*

**ELK 744: CURRICULUM, INSTRUCTION AND THE ASSESSMENT OF LEARNING (3)**

Integrates the study of the fields of curriculum, instruction and assessment from the point of view of improving learning outcomes. This course provides a critical overview of current curriculum issues and prepares participants to assume an instructional leadership role in this area. Readings, simulations, case studies, critical reflection activities, and visiting speakers are used to develop understandings of current learning theory, curriculum development, instructional strategies, and assessments. In this way students will have opportunities to practice curriculum standards alignment, student achievement data analysis, and the integration of technology. *Prerequisites: EDL 732, EDL 738, EDL 739. Offered in fall semesters, or as needed.*

**ELK 745: APPLIED RESEARCH PRACTICUM I (2)**

Students develop an applied research proposal that studies an institutional issues or problems. The student will identify the question or problem to be studied and the student will, under the guidance of the instructor, develop an applied research proposal to be carried out in Applied Research Practicum II. *Prerequisite: EDL 735. Offered in every semester.*

**ELK 746: APPLIED RESEARCH PRACTICUM II (2)**

Students conduct the research or evaluation proposal developed in Applied Research Practicum I. The student will obtain IRB approval, collect and analyze the data, and write up the full research report. *Prerequisite: ELK 745. Offered in every semester.*

**GRA 600 THEORY DEVELOPMENT (3)**

This course is a critical analysis of the processes involved in the development of theory. It includes a perspective of the underlying philosophical and historical trends in the development of theory. Emphasis is placed on the processes of concept analysis, construction of theoretical relationships and the relationships between research, practice and theory. Social, ethical and value problems related to the development of knowledge are examined. *Prerequisite: Graduate 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. *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 150 hours for successful completion. *Prerequisites: GRA 606 and GRA 607 Offered in fall and summer 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. *Prerequisite: GRA 601; 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,

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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 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/DHA 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: four-credit Applied Statistics or equivalent, or competency test.*

**HSA 610 THESIS SEMINAR (3)**

Students will identify a research topic of interest, delineate a research problem in and develop a thesis proposal. *Prerequisites: 30 hours of completed coursework including HSA 608 and*

*HSA 682. Offered in the fall and spring semesters. Registration by permission of faculty only.*

### **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. For non-HSA majors.*

### **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 for non-HSA majors and HSA 615 for HSA majors. Offered as needed.*

### **HSA 629 THESIS ADVISEMENT (3-6)**

During this independent learning time, the student works directly with a faculty member who chairs the thesis committee. The student conducts a systematic investigation of the research problem with faculty guidance. Students register with their thesis director. *Prerequisites: Successful completion of HSA 610 and completion of all HSA coursework. Offered in the fall and spring semesters. Registration by permission of the thesis chair only.*

### **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. Basic knowledge of Excel necessary.*

### **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 the spring semester.*

### **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 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. Not for HSA majors.*

### **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 671 INFORMATION TECHNOLOGY IN HEALTH CARE (3)**

This course provides a review of clinical information, administrative information and decision support information systems. Emphasis is placed on decision support, specifically information and analytic tools to support managerial decision-making. *Prerequisites: HSA 615*

**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: HSA 615, HSA 616, HSA 648, HSA 649, HSA 608*

**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 statistics requisite fulfilled.*

**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 and student must be enrolled in a graduate program.*

#### **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 and student must be enrolled in a graduate program.*

#### **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.

#### **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.

#### **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 and NUR 605*

#### **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*

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

This clinical practicum includes 120 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; Corequisite: NUR 605*

#### **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: NUR 600 and NUR 601*

#### **NUR 613 NURSING LEADERSHIP**

Today's climate demands nursing leaders to be flexible, creative, and able to empower others. Strategies are drawn from both leadership and management theories. Nurses lead and manage nursing care for a variety of populations. This course will discuss the changed role of a nurse leader, general administration and management, decision-making, entrepreneurship, cost-effective, and committed care.

#### **NUR 614 FINANCIAL MANAGEMENT FOR NURSE LEADERS**

Today's healthcare organizations are challenging. Throughout this course the students will be reviewing problems that exist in various health care settings. The course will review delivery of care, labor relations, personnel management, including budgets; audits and fiscal responsibility.

#### **NUR 615 NURSE LEADERSHIP PRACTICUM (3)**

This course provides the opportunity for the clinical application of theories and principles from classroom learning in the area of nursing leadership. There is a requirement of 120 hours of fieldwork under the supervision of a qualified preceptor and faculty. *Prerequisite: NUR 613, NUR 614.*

#### **NUR 616 CURRICULUM DEVELOPMENT AND EVALUATION (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. *Offered in the fall semester.*

#### **NUR 617 TEACHING STRATEGIES AND INSTRUCTIONAL TECHNOLOGY**

Synthesis of learning acquired in clinical, field experience, education, and research courses. The art, principles and strategies of teaching in higher education and other healthcare organizations are explored. Emphasis is placed on class, clinical, and other learning experiences and evaluation of students, course outcomes, and program outcomes. *Prerequisite: NUR 616; Offered in the spring semester.*

#### **NUR 618 NURSING EDUCATOR ROLE PRACTICUM**

This course involves observation, participation, and practice in teaching. Nursing students and other healthcare students will be placed in appropriate teaching situations. Weekly discussions enable students to synthesize previous learning and discuss teaching strategies, clinical/field evaluation, and problems associated with college teaching. The teaching practicum requires a total of 150 hours of participation. *Prerequisites: NUR 616 and NUR 617; Offered in the fall, spring and summer 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 610*

#### **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 631 L 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 WOMEN AND FAMILIES (3)**

This course was developed for the family nurse practitioner student preparing to work with women and the childbearing family. The course provides the theoretical knowledge necessary to make sound clinical decisions when providing primary health care to women and childbearing families. Advanced level normal growth and development will be presented, along with common variations from health. The role of the 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 631, 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 AND AGING POPULATIONS**

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 631, 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 631/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 631/L, NUR 632 NUR 633 and NUR 635; Offered in spring semester*

#### **NUR 640 S/640 CL FAMILY NP CLINICAL PRACTICUM IN ADULT HEALTH AND AGING ADULTS**

Students will complete 300 hours of guided clinical experiences with adult patients. Client assessment and management skills will be stressed Health promotion of underserved populations through patient education

and collaboration with other health professionals will be developed. *Prerequisites: NUR 631, NUR 631L, NUR 632, NUR 633, and NUR 635; Offered in spring semester.*

#### **NUR 701 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.

#### **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. An historical perspective of the OT profession's development and the theoretical bases, its professional ethics and regulations, and the role of the OT 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 HYB 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 HYB 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]. *Prerequisite: OT major*

**OT 515 HYB 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 projections, CD-ROM 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. 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, 4 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. [1 hour 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/co-requisites: OT 501; OT 525.*

**OT 525 OCCUPATIONAL THERAPY PROCESS AND THEORETICAL FOUNDATIONS II (2)**

This course is an introduction to the theories, philosophies and research that guide practice in 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 METHODS OF EVALUATION 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 INT 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 605 (ELECTIVE) CLINICAL FIELDWORK (VARIABLE CREDIT PER ARRANGEMENT WITH ACADEMIC FIELDWORK COORDINATOR)**

This OT elective course allows for a third-level II fieldwork experience in a setting or with a population that differs from OT 640 and OT 641.

**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)**

This course provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. Students complete a thesis or project according to the college and/or department research guidelines. Students must register for their research director's section. *Prerequisite: OT 610*

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

This course 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 AND DOCUMENTATION II (2)**

This course is a continuation of OT 527 and offers an in-depth study of the evaluation and documentation principles and procedures used by occupational therapists. The evaluation process, types of assessments, and the interpretation and documentation of evaluation data pertinent to occupational therapy practice with adults and elders 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 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 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 INT (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 or 641.*

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

An advanced practicum in a community-based 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 or OT 641.*

#### **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 PHARMACOGENOMICS (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 (4)**

Comprehensive Anatomy, Physiology and Pathophysiology II + laboratory provides a sequel to PMD 603 and 613; the course continues examination of organ systems. Material includes anatomical description, physiological explanations, and pathological states, considered as disruptions of the normal anatomy and physiology. Etiology, pathogenesis, and treatment approaches will be discussed. This course will undertake coverage of: cell physiology and response to injury, inflammation, fever, healing, cell cycle and neoplasia, musculoskeletal and joint disorders, neurophysiology, neurological & psychological disorders, pathophysiology of selected endocrine glands, physiology and disorders of the digestive system and selected auxiliary glands (liver and pancreas).

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

This course introduces drugs as molecules, including the basic principles related to molecules such as equilibrium and kinetic phenomena. Initial information provided in the course also includes the molecular basis of drug selectivity and drug action. The latter portion of the course then focuses on the primary determinants of the disposition of drugs in the body, namely absorption, distribution, metabolism and excretion.

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

The initial portion provides an introduction to the role of pharmacology in pharmacy and moves on to basic receptor pharmacology and enzymology. The course then continues the molecular basis of pharmacologic activity, protein binding, complexation and drug action. Basic aspects of medicinal chemistry and drug metabolism are also covered. The latter portion of the course then delves into various dosage forms and routes of drug delivery.

#### **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 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**

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**

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 (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, atopic dermatitis, and psoriasis.

**PMD 804 PHARMACOTHERAPEUTICS VII- PAIN MANAGEMENT, SUBSTANCE ABUSE, TOXICOLOGY AND SPECIAL POPULATIONS (4)**

This course is the seventh of an eight-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy in order to optimize therapeutic outcomes and tolerability for patients. This course will focus on agents used in the management of: toxicological disorders, pain disorders, substance abuse, and disorders specific to pediatric and geriatric populations. This course will also include a discussion on topics related to medication safety.

**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 ONCOLOGIC & HEMATOLOGIC DISORDERS (4)**

This course is the eighth of an eight-part series in which students will learn to integrate the principles of pathophysiology and pharmacotherapy, medicinal chemistry, and pharmacology with active learning sessions involving case discussion in order to optimize therapeutic outcomes and tolerability for patients. This course will focus on agents used in the management of: anemia, coagulation disorders, drug-induced hematologic disorders; oncologic

diseases including solid tumors and hematologic malignancies such as cancers of the breast, lung, colon, rectum, prostate, ovaries, skin, and lymphoma, leukemia, and myelodysplastic syndromes. Drugs used in the supportive care of cancer patients will also be a focus including those used to manage nausea and vomiting, constipation, and tumor lysis syndrome.

#### **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 817 CRITICAL CARE PHARMACOTHERAPEUTICS (3)**

This elective course would focus on the unique considerations for a clinical pharmacist taking care of critically ill patient. It would prepare the student to understand basic principles of physiology, pharmacokinetics, and pharmacotherapy essential to the management of critically ill patients. Topics to be covered include: acid/base, hemodynamic parameters, pain/sedation/delirium, cardiopulmonary arrest, shock states, stress ulcer prophylaxis, renal replacement therapy, cardiovascular emergencies.

#### **PMD 818 ADVANCED THERAPEUTICS ELECTIVE (3)**

This course is an elective course in which students will learn to integrate

advanced principles of pathophysiology, medicinal chemistry, drug disposition and pharmacology in order to optimize therapeutic outcomes. Students will learn how to apply their knowledge of basic pharmacotherapy principles to real-world patient cases. The specific disease states covered will depend upon the patient cases currently being treated by the clinical faculty.

#### **PMD 820 PREPARING FOR RESIDENCY – THE BASICS (2)**

The purpose of this course is to prepare students for applying to PGY-1 residency positions following graduation. Topics to be covered include: benefits and downsides of completing one or more residency program(s); choosing a program (ASHP accredited vs. non-accredited and other distinguishing features); preparing for the ASHP Residency Showcase; preparing a curriculum vitae; identifying individual student strengths; preparing for on-site interviews; obtaining appropriate letters of reference; and introduction to the residency match program.

#### **PMD 821 SUBSTANCE ABUSE (2)**

This course would look at the multiple dimensions of substance abuse including pharmacology, treatment, legal aspects, risks in health care workers, concurrent diagnoses (mental health).

#### **PMD 822 - TOXICOLOGY (2)**

This course is a 2 credit hour elective on the subject of Toxicology. Students will learn the fundamentals of toxicology, mechanisms/pathophysiology of toxicological disorders, pharmacology of toxicants and antidotes, and pharmacotherapy other treatment options for optimal patient outcomes.

#### **PMD 825/827- EMERGENCY RESPONSE (2)**

This course would cover topics such as a review of basic first aid, ACLS/PALS topics, pharmacology of emergency meds, interviewing techniques for triage of patients, basic skills (BP, CPR, c-spine stabilization, HR, RR, AED), emergency preparedness topics and possible public health issues. Through this course students will begin to understand emergency medicine algorithms, patient assessment skills/triage in various scenarios, and basic life-saving skills and procedures.

#### **PMD 829 INTRODUCTORY SPANISH FOR PHARMACY PRACTITIONERS (2)**

This course is a basic course in Spanish geared to dispensing pharmacy. It will include basic anatomy and disease state

terminology, medication counseling, directions for medication use, and patient history terms.

**PMD 833 INTEGRATED COMPOUNDING AND ACADEMIC PRACTICE (2)**

This would be a class offered to students interested in teaching. It would allow them to participate in the P2 integrated compounding lab as facilitators. They would gain a valuable understanding of all practical teaching aspects, while gaining extensive experience in the art of compounding at a higher level. The time commitment would include the 3 hr lab session, along with a separate recitation time to review previous work and prepare for the upcoming lab week.

**PMD 837 RESEARCH ELECTIVE (3)**

This elective will introduce the student to the field of pharmaceutical research, both academic and industrial. It will begin with a series of up to four lectures, two covering the drug discovery and development process and up to two lectures given by basic research faculty who will discuss their own research interests. The remainder of the elective will be taught in the laboratory where the student will be exposed to research techniques that match their interests (e.g., chemistry, pharmacology and pharmaceuticals or molecular biology). This is a required 2 part/2 semester course offering.

**PMD 838 PREPARING FOR THE MANAGEMENT OF PHARMACY PRACTICE (2)**

This course is a course to expose the student to basic key principles of managing practice for the staff pharmacist interested in preparing for a career in pharmacy management. Fiscal issues ranging from staffing, purchasing contracts and inventory to HR factors (dealing with difficult employees, establishing and cultivating core competency in staff, emotional intelligence for managers, and unions in healthcare) and meeting and preparing for the necessary accreditation standards for a site survey by Joint Commission, ASHP residency training and CMS. This course may include guest speakers from these organizations.

**PMD 842 SERVING THE UNDERSERVED (2)**

This course is designed to introduce students to the disparity that exists in healthcare both here in the states and abroad, and get students involved in projects that make a difference for underserved communities. This elective consists of both lectures and hands-on

experiences with populations in need. Students will participate in a minimum of three volunteer experiences within the Buffalo area, and work on one project for an international organization. While class hours are listed as 1-3 PM on Tuesdays, many of the volunteer opportunities will fall outside those hours. Students are expected to participate in a minimum of 3 volunteer experiences in the community, and type a 1-page a journal entry/ reflection for each of these experiences.

**PMD 847/849 CONTROVERSIES, ADVOCACY, AND ADVANCED TOPICS IN WOMEN'S HEALTH (2)**

This elective will explore in greater detail the pharmacotherapy in women across the lifespan. This course will prepare pharmacy students to provide optimal care of women at all ages. This course will also provide students with a foundational knowledge in women's health policy, research and advocacy. Pharmacotherapeutic topics may include: infertility, infectious disease in women, specific topics surrounding use of contraception, use of hormone therapy and bioidenticals, pregnancy, lactation and toxicities, the postpartum period, conditions associated with pregnancy, and cancers specific to women. Topics covered in the area of policy and advocacy may include: access and barriers to care, equality in health care, inclusion of women and minorities in research, and gender roles.

**PMD 850 HERBAL REMEDIES (2)**

The focus of this course is to study herbal preparations and other phytomedicinals which are widely used by the general public as self-selected OTC products for therapeutic, preventive or prophylactic purposes. The course will be methodically classified by organ systems (e.g. nervous system, cardiovascular system, digestive system) and its relevant field of application (e.g. depression, anxiety and sleep disorders; congestive heart failure, arteriosclerosis; peptic ulcers, constipation). Emphasis will be placed on herbal constituents and products whose safety and efficacy are based not just on tradition but also on modern scientific testing. The course will further give an introduction into aspects related to safety, herb-food, herb-drug, herb-herb interactions, and quality and efficacy of herbal medicinal products. The role of pharmacists to assist consumers to select the safest, most proper and useful natural remedies will also be considered.

**PMD 8XX EMERGENCY RESPONSE (2)**

This course would cover topics such as a review of basic first aid, ACLS/PALS topics, pharmacology of emergency meds, interviewing techniques for triage of patients, basic skills (BP, CPR, c-spine stabilization, HR, RR, AED), emergency preparedness topics and possible public health issues. Through this course students will begin to understand emergency medicine algorithms, patient assessment skills/triage in various scenarios, and basic life-saving skills and procedures.

**PMD 902, 904, 906, 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.



**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.

**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.

**PT 503 CLINICAL ORIENTATION SEMINAR I (0)**

This administrative course is presented in a seminar format and is essential for the planning and management of the Clinical Education portion of the physical therapy curriculum. Policies and procedures will be reviewed as will the 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) and Clinical Fieldwork II (PT 674) will take place during this course.

**PT 504 CLINICAL ORIENTATION SEMINAR II (0)**

This administrative course is presented in a seminar format and is essential for the administration of the Clinical Education portion of the physical therapy curriculum. Policies and procedures for clinical education will be reviewed. Topics of relevance to the clinical education portion of the program will be discussed. APTA Clinical Performance Instrument will be introduced. Preparation for clinical

fieldwork in PT 574 and the clinical selection process for PT 574 and PT 674 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.

**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.

**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.

**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.

**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.

**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/or its related structures. Competencies to be acquired include the ability to effectively:

- Identify physical examination procedures related to various spinal abnormalities.
- Evaluates examination findings in order to appropriately categorize patients into movement based classification systems and when necessary identify a pathoanatomic diagnosis.
- Develop a comprehensive plan of care for client management based on, patient intervention strategies presented will include but are not limited to instruction in techniques for patient education, referral/consultation, manual therapy (thrust and non-thrust manipulation, soft tissue manipulation, muscle energy techniques), exercise prescription, spinal traction, and indications for use of modalities/physical agents. An understanding of the functional anatomy of spinal structures will be emphasized as they relate to patient management in orthopedics.

**PT 513L PATIENT/CLIENT MANAGEMENT IN ORTHOPEDIC PHYSICAL THERAPY I LAB (2)**

This course presents examination, evaluation and intervention strategies

for management of clients presenting with musculoskeletal dysfunction of the spine and its related structures. The emphasis of this laboratory is on the development of clinical hands on skills for the effective and efficient performance of client examination, evaluation and interventional strategies as well as the synthesis of examination findings in the implementation of a plan of care. Lab experiences include skill development in specialized manual orthopedic approaches (thrust and non-thrust manipulation), therapeutic exercise, patient case management, and problem solving techniques founded on evidence-based practice. An emphasis is placed on case-based instruction.

**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 639 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.

**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 639 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.

**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.

**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.

**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 519 LIFE SPAN DEVELOPMENT (1)**

This course examines physical, cognitive, and psychosocial aspects of normal infancy through adolescent human development.

**PT 519L LIFE SPAN DEVELOPMENT LAB (1)**

This laboratory provides the foundation for the understanding of normal development from birth through adolescents. 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.

**PT 520 LIFE SPAN DEVELOPMENT II (1)**

This course examines physical, cognitive, and psychosocial aspects of normal human development from adolescence through end-of-life as they relate to physical therapy practice. Patient management for prevention, health promotion, fitness and health risks related to aging will be explored.

**PT 520L LIFE SPAN DEVELOPMENT II LAB (1)**

This laboratory section provides the foundation for the understanding of functional testing in the field of geriatrics and experience interactions with individuals in the later stages of life. Laboratory experiences include skill development in specialized testing techniques and observation of and communication with elderly individuals.

**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.

**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.

**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.

**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

**PT 574 CLINICAL EXPERIENCE 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 - (6 weeks, full time fieldwork).

**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.

**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.

**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.

**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.

**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.

**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

**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.

**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.

**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, vestibular dysfunction, 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.

**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.

**PT 627 APPLICATIONS OF RESEARCH METHODS IN PHYSICAL THERAPY (4)**

This course prepares students to critically analyze and apply theory and scientific evidence to clinical practice. Students synthesize related theory and published research to present a rationale for evidence-based physical therapist practice. Course activities include lectures and seminars (both small group and computer-based) in which students pose clinically relevant research questions, conduct a systematic literature review and perform critical analysis of research studies. Introduction to ethical issues and protection of human subjects as part of research will be discussed. Students will prepare a mock IRB submission for a hypothetical study based on a clinically relevant research question. Students are also introduced to professional literature addressing economic analysis of outcomes. Format: lecture and seminar. Program required course. (2 lecture hrs. and 2 seminar/computer lab hours)

**PT 628 RESEARCH SEMINAR (3)**

This seminar is conducted through small group discussions concerning critically appraised topics (CAT) required of students to complete a doctor of physical therapy degree. Students will search for and appraise literature pertinent to their CAT project, explore the economic evaluation literature, as it informs reimbursement policy and clinical practice guidelines, learn the basics of grant writing as well as publically disseminate their findings.

**PT 701 CLINICAL DECISION MAKING IN THERAPEUTIC EXERCISE (2)**

The course will develop the theoretical basis and clinical application of therapeutic exercise commonly used by physical therapists. Specific course content will include indications, precautions and contraindications and principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through traditional lectures, group discussions and group presentations. Students will be required to apply and integrate knowledge learned from any preceding physical therapy coursework and clinical fieldwork experiences. Critical analysis of clinical scenarios will be incorporated into course.

**PT 701L CLINICAL DECISION MAKING IN THERAPEUTIC EXERCISE –LABORATORY COURSE (1)**

The course is the lab component of PT 701 which will offer clinical application of therapeutic exercise commonly used by physical therapists. Specific course content will include indications, precautions and contraindications and principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through lab, seminar and group discussions. Students will be required to apply and integrate knowledge learned from any preceding physical therapy coursework and clinical fieldwork experiences. Critical analysis of clinical scenarios will be incorporated into course.

**PT 706 BUSINESS MANAGEMENT STRATEGIES FOR PHYSICAL THERAPISTS (3)**

This course was designed to introduce relevant health care business management concepts and tools along with understanding the most current issues which will help propel our profession into a leader in the health care industry. This course will meet for 15 clock hours in addition to the internet portion of the class.

**PT 731 ADVANCED ORTHOPEDICS SPINE (3)**

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 732 ADVANCED ORTHOPEDICS EXTREMITIES (3)**

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 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 748 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

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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.

**PT 660 ORTHOPAEDIC CLINICAL INTERNSHIP (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.

**PT 674 CLINICAL EXPERIENCE 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.

**PT 675 CLINICAL EXPERIENCE 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.

**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 – on campus seminars and community based activities.

**PT 725 CLINICAL EXPERIENCE 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)

**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.

**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 or corequisite: SED 643.*

**SED 661 STUDENT TEACHING SEMINAR (0)**

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 (3)**

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 (0)**

This 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 (3)**

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.*

**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 652 CURRICULUM PLANNING (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-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 ESL. Students are expected to be able to read, understand, and apply research related to ESL 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 and implementation, interpretation, and reporting.

**TSL 660 APPLIED LINGUISTICS AND GRAMMAR (3)**

This course provides an introduction to the study of applied linguistics. Students will learn the basic concepts of linguistics as they apply to teaching English Language Learners: phonetics, phonology, morphology, syntax, semantics, pragmatics, language and identity, language change, and language and culture. While these concepts are presented with a view to understanding the linguistic structure of English (grammar and lexicon), students are also exposed to structures of language other than English as a practical experience to teaching in an ESL classroom.

**TSL 662 SECOND LANGUAGE ACQUISITION (3)**

This course examines theories, research, and pedagogical approaches related with language learning and development, with major emphasis on second language acquisition for the students to apply knowledge in actual teaching and research. Topics covered include second language acquisition terminology, various theoretical perspectives, learner errors, developmental patterns, pragmatics, sociocultural variables, learning strategies, classroom interactions, and formal and informal instruction.

**TSL 663 TESOL METHODS 1 (3)**

This course provides an overview of teaching English to speakers of other languages (TESOL) approaches and methods. It examines current practices in TESOL. 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 an historical overview of language teaching methodology; current interactive teaching methods; teaching reading, writing, listening, and speaking along with integrated approaches. Other topics covered include negotiated language learning, critical pedagogy, participatory language teaching, the language experience approach, and literature-based ESL teaching.

**TSL 664 SOCIOLINGUISTICS AND MULTICULTURALISM (3)**

This course provides an overview of sociolinguistics as a discipline that examines linguistic, multicultural, and social concerns. The effect of language and dialect differences on societies is discussed as well as topics such as diglossia, bilingualism, language attitudes, language loyalties, and language shift. The influence of social factors on language policy in education is also explored. Students are expected to acquire a broad familiarity with issues in multicultural, multilingual speech communities, particularly in relation to how these issues affect teaching in an ESL classroom.

**TSL 667 TESOL METHODS 2 (3)**

This course examines current TESOL practices in teaching language development within the subject area context. The course introduces students to content based ESL instructional approaches and the importance of simultaneous development of language skills and content area knowledge. Other topics covered include the needs of diverse learners, ELLs with special needs, SLIFE, bilingual education, assessments, and language policy and regulations.

**TSL 680 ENGLISH GRAMMAR FOR ESL TEACHERS (3)**

This course provides future ESL teachers with a comprehensive overview of English grammar, concentrating on parts of speech and sentence structure. The linguistic concepts are studied with an eye toward their practical application in teaching English Language Learners (ELLs), and we will also examine a range of methods and technology for teaching grammar in ESL classrooms. Secondary

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topics include the history of the English language; English orthography and spelling system; dialect differences; and register variation in speech and writing, according to audience and purpose.

**TSL 668 STUDENT TEACHING PRACTICUM (3)**

This course is a 16-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 of 3.0 G.P.A. Offered in fall and spring semesters.*

**TSL 668X STUDENT TEACHING SEMINAR (0)**

This 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.

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### SCHOOL OF PHARMACY

*(For a complete listing of School of Pharmacy clinical affiliations, please contact John Koford, director of experiential education at 716.829.8430.)*

# 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 coordinators:

College Center, Room 111  
 716.829.8198  
[titleixcoordinator@dyc.edu](mailto:titleixcoordinator@dyc.edu)

Niagara Street Annex, Room 206  
 716.829.7811  
[titleixcoordinator@dyc.edu](mailto:titleixcoordinator@dyc.edu)

The college's Title IX policy can be located on the college website at:  
[www.dyc.edu/titleix](http://www.dyc.edu/titleix).

## 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 2008, the percentages of those completing their degree program by August 2014 are the following:

Full-time, first-time college students .....	44%
Transfer students.....	61%

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.

## PLACEMENT

The following are the overall career progress results from the graduating class of 2013, based upon the annual survey

Total graduates.....	688
Total responses to the annual survey.....	60.8%

Based upon the responses, the following were tabulated:  
 Graduates continuing studies (at masters, doctoral, advanced certificate level)..... 10.5%

**Note: Graduate school rates are affected by the fact that many D'Youville graduates obtain their master's degree from the college in combined programs.**

Successful placement for 2013.....	90.2%
(includes direct career employment, graduate school and other employment)	



## ACCREDITATION AND MEMBERSHIPS

D'Youville College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000.

The baccalaureate and master's degree programs in nursing are accredited by the Commission on Collegiate Nursing Education. Programs 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 Catholic Colleges and Universities
- 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
- Council of Independent Colleges
- 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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