

Using the strategic... managers examine relevant factors in... what actions to take, thus helping them better cope with uncertain environments

- clarifies and pinpoints what's important, and by providing the reasons for why they're (a company) doing what they're doing - change

MCMVII

# GRADUATE & PROFESSIONAL DEGREE PROGRAMS D'Youville

## 2017-2018 ACADEMIC CATALOG



# ACADEMIC CATALOG 2017-2018

## Academic Catalogs 2017-2018

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).



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# ACADEMIC POLICIES AND PROCEDURES

## 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 advisers 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 [Office of the Registrar](#).

## Academic Adviser

All students matriculating at D'Youville College are assigned an academic adviser 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 adviser at any time during the semester. All faculty members post and observe regular office hours and are also available by appointment.

## Change of Adviser

Ordinarily a student will retain the adviser assigned by the graduate program director. An individual wishing to change advisers should get a "Change of Adviser" form from the registrar's office and obtain the required departmental signatures before returning the form to the registrar's office for processing.

## 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.

## 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.

## 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, or 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 [Office of the Registrar](#).

## 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 [Office of the Registrar](#).

## Change of Registration

Students may change their course selection online or by submitting a completed drop/add form to the [Office of the Registrar](#) during the scheduled drop/add period at the beginning of each semester.

Matriculating students need an adviser'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.

## Completion of EdD Requirements

In addition to coursework, graduate students matriculating in programs leading to the EdD 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 [Office of Graduate Studies](#).

## 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 [Office of Graduate Studies](#). 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 Office of Graduate Studies in the [Koessler Administration Building \(KAB 443\)](#).

## 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.

## Course 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:

1. As a candidate for graduation whose program requires the course or
2. 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.

## 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.

## 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 [Office of Graduate Studies in KAB, Room 443](#). 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 [Office of the Registrar](#) must be notified of changes to anticipated graduation dates.

## 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 [Office of the Registrar](#) 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:

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- Authorized officials (e.g., officials of other schools in which the student seeks to enroll);
- Accrediting organizations;
- 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.)

## 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.

## 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.

#### Grade Point Definitions & Categorizations

Letter Grade	Grade Definition	Quality Points Per Semester	Numerical Average
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

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Letter Grade	Grade Definition	Quality Points Per Semester	Numerical Average
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 using the [Self-Service section of the DYC Portal](#). 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 [Office of the Registrar](#).

## 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.

## Health Requirements

All students must satisfy New York state immunization requirements. Immunization records must be on file in the [D'Youville College Health Center](#), located on the first floor of Marguerite Hall (MGT 105). Staff may be reached at 716-8290-8777.

## Honors Convocation and Honorary Awards

### 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 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.

## 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.

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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 [Office of Graduate Studies](#) in the [Koessler Administration Building \(KAB\) 443](#).

### **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 [Office of the Registrar](#), 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.

### **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.

### **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:

- 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).
- 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.
- 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.
- 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:

1. **Plagiarism:**  
The presentation of another's writing or another's ideas as one's own without citation;
2. **Cheating:**  
The use or provision of any unauthorized assistance when completing an exam or individual assignment;
3. **Falsification:**  
The fabrication of signatures, notes, reports, data or other academic information; the submission of reports, papers or exams prepared by a person other than the student; this includes purchasing or selling term papers or other academic materials;
4. **Procurement:**  
The distribution or acceptance of prior or current lab assignments, exams or other academic matter without the permission of the instructor; and
5. **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 chair as defined below and to the vice president for academic affairs or dean, as appropriate.

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 chair of the student's academic major. 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 academic integrity board and then to the appropriate dean, whose decision 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 chair of the student's major and the appropriate dean. The chair will decide upon appropriate sanctions and the matter will be reviewed by the academic integrity board. The decision made by 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 comprised of the members of the academic policies committee of the faculty council. Members of the committee who are involved in the alleged violation will recuse themselves from the proceedings. Sanctions for second and subsequent violations of the academic integrity policy require approval by members of this board and are as follows:

1. Dismissal from the student's academic program with either an opportunity to reapply after one semester or one year or no opportunity to reapply.
2. Mandatory 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 mandatory leave of absence will not be accepted by D'Youville College for any purpose.
3. Dismissal from the college with no opportunity to reapply.

## Recency of Coursework

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

## 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 the Office of the Registrar's [Schedules and Registration Information](#) section, 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.

## 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 PM 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.

## 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 [Office of the Registrar](#). 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 [Office of Retention Services](#) at 716-829-7625.

## Scholarly Activities

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

## Sequence for Completing Program Requirements

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

1. Completion of coursework, including internships or practicum, concurrently with the following activities:
2.
  - a. Completion of the thesis/dissertation proposal, thesis/dissertation proposal presentation, IRB application, thesis/dissertation, thesis/dissertation defense and thesis/dissertation presentation day;
  - b. OR Completion of the project and its related activities as determined by each graduate program.
3.
  - a. Review and approval of the thesis/ dissertation manuscript by the office of graduate studies outside reader;
  - b. 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.

## Title IX and 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).



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### 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 2009, the percentages of those completing their degree program by August 2015 are the following:

Student Classification	Completion Percentage
Full-time, first-time college students	44%
Transfer students	70%

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 2015, based upon the annual survey:

Overall Career Progress Results	
Total graduates	714
Total responses to the annual survey	63.72%

Based upon the responses, the following were tabulated:

Overall Career Progress Results	
Graduates continuing studies (at masters, doctoral, advanced certificate level)	12.96%

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.

Overall Career Progress Results	
Successful placement for 2015 respondent/acknowledgment group:	92.08%*

\* Includes direct career employment, graduate school, and other employment.

### 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 through the Self-Service menu on the DYC Portal for the personal use of

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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.

### Verification For Graduation

Responsibility for fulfilling degree requirements rests with the student. Final verification is done by the [Office of 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.

### Withdrawal From a Course

In order to withdraw from a course at any time, a student must complete a course (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.

The student receives the grade of "W" when the student withdraws after the end of the drop/add period but before the end of the tenth week of the semester. Students who withdraw after the tenth week will receive a grade of "F" for the course.

Students who merely stop attending receive a grad of "FX". Students submitting a withdrawal form are encouraged to speak with the director of retention services at 716.829.7625.

### 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 [Office of the Registrar](#).

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.

## DEGREES AND PROGRAMS

PROGRAM CODE	PROGRAM NAME	DEGREE	HEGIS CODE
<b>SCHOOL OF HEALTH PROFESSIONS</b>			
21761	Advanced Orthopedic Physical Therapy	Certificate	1212
28033	Chiropractic	D.C.	1221
22279	Clinical Research Associate	Certificate	1202
27334	Health Administration	Ed.D.	1299
22278	Health Services Administration	Certificate	1202
89282	Health Services Administration	M.S.	1202
20718	Long-term Care Administration	Certificate	1202
26612	Occupational Therapy	M.S.	1208
28171	Physical Therapy	D.P.T.	1212
<b>SCHOOL OF ARTS, SCIENCES AND EDUCATION</b>			
31302	Business Administration	M.B.A.	0506
28672	Educational Leadership	Ed.D.	0827
21443	International Business	M.S.	0513
<b>SCHOOL OF NURSING</b>			
22492	Family Nurse Practitioner	Certificate	1203.12
35251	Family Nurse Practitioner	D.N.P.	1203.10
20958	Family Nurse Practitioner	M.S.	1203.1
23624	Nursing and Health-Related Professions Education	Certificate	1203.12
38119	Psychiatric Mental Health Nurse Practitioner	Certificate	1203.12
38120	Psychiatric Mental Health Nurse Practitioner	D.N.P.	1203.10
38118	Psychiatric Mental Health Nurse Practitioner	M.S.	1203.10
<b>SCHOOL OF PHARMACY</b>			
33585	Pharmacy	Pharm.D.	1211

# BUSINESS

## Business Department

D'Youville College, under the auspices of the department of business, offers bachelor degrees in accounting and business management. An accelerated program, the advance program in business management, is also offered to working adults. In addition, the department offers a combined five-year bachelor's/master's degree in international business.

The bachelor's/master's degree in international business combines specialized training in international business with a strong foundation in a foreign language, research, communication, ethics and interpersonal skills. Rapid changes in the global economy and the explosive growth in international trade and investment make it necessary that managers be trained in the following:

- Understanding for business practices,
- Managing cultural differences, and
- Communicating in foreign languages.

Top executives of international business confirm the need for managers with international business training, especially at the master's level. Graduates of this program will be able to pursue worldwide employment with the following:

- Multinational companies,
- International financial institution,
- Government agencies,
- Management consulting firms,
- Trading or transportation companies, and
- Colleges and universities.

The bachelor of science degree in business management provides students with knowledge of the various phases of management. The program creates a total experience in which students develop abilities, knowledge and attitudes which will help them perform as competent and responsible business managers. The curriculum prepares the student by emphasizing a firm basis of liberal arts and a common body of knowledge about management responsibilities.

The bachelor of science degree in accounting prepares the student to work in the fields of public accounting, private corporate accounting and financial management. The student who selects accounting as the field of concentration is trained in advanced principles in various systems, in cost analysis and in auditing and tax procedures. The program qualifies the student to sit for the Certified Public Accountancy examination in the majority of states, including New York.

The business department also offers an advanced master's program in international business and a master's degree in business administration (MBA). Those interested can refer to the graduate catalog for additional information.

## BUSINESS ADMINISTRATION (MBA)

### Master of Business Administration Program Overview

The MBA program consists of 36 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 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 and to move beyond cognitive knowledge toward in-depth analysis and practice in management and related disciplines.

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.
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. Two 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 business department chair 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*



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Facsimile: 716.829.7660

Website: [www.dyc.edu](http://www.dyc.edu)

Email: [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 two terms 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.

### Course Requirements

#### Business Administration

#### Degree: MBA

Course Requirements (All courses are three academic credits.)

MBA		
MBA 604	Human Resources Management.....	3
MBA 501	Business Methods Statistics.....	3
MBA 603	Financial & Management Accounting.....	3
MBA 602	Theories of Economics.....	3
MBA 611	Organizational Leadership.....	3
MBA 612	Legal Environment in Business.....	3
MBA 615	Marketing Management.....	3
MBA 616	Corporate Finance.....	3
MBA 623	Special Topics in Business Management.....	3
MBA 624	Global Supply Chain Management.....	3
MBA 655	Strategic Management.....	3
MBA	One elective from MBA.....	3

**Total Credits: 36**

## INTERNATIONAL BUSINESS (M.S.)

### Master's Program

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

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

### Admission Requirements

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

1. A completed baccalaureate degree in business.\*
2. An undergraduate course in computer science or its equivalent and a minimum of a three-credit statistics course. Courses in computer science and statistics are available at the college for students who do not meet these admission criteria.
3. Two reference letters from undergraduate professors and/or employers (supervisors, colleagues).
4. The GMAT or the GRE may be required based upon an evaluation of the applicant's education and work experience.
5. An undergraduate G.P.A. of 3.0 (equivalent to a B) or better. Students with an overall G.P.A. lower than 3.0 may be considered for provisional acceptance into the program based INTERNATIONAL BUSINESS (M.S.) 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.

### Graduate Academic Regulations:

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

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.

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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.

## 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.

## 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.

## 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 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 fulltime 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.

## Course Requirements

International Business  
 Degree: M.S.

*In the area of concentration:*

IB 503	International Econ Finance & Accounting.....	3
IB 505	International Negotiation & Comm. Communications....	3

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IB 506	International Management.....	3
IB 602	Multinational Corporate Finance.....	3
IB 604	International Marketing & Research.....	3
IB 605	Legal Environment in International Bus.....	3
IB 607	International Transportation & Logistics.....	3
IB 608	Multinational Strategic Management.....	3
IB 610	International Financial Reporting.....	3

**Total Credits: 27***Research Component:*

GRA 600	Theory Development.....	3
IB 621	International Business Project Seminar I.....	3
IB 622	International Business Project Seminar.....	3

**Total Credits: 9***Fieldwork:*

IB 620	International Business Fieldwork.....	3-9
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**Total Credits: 3-9****Total Required for M.S.: 39-45**

# CHIROPRACTIC

## Chiropractic Department

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.)

### Overview

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 spinal specialists, 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 academic and clinical 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 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 baccalaureate degree 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 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 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:

1. Provide evidence of proficiency in reading and writing in the English language, and an understanding of oral communication in English.
2. Demonstrate academic preparation equivalent to that possessed by beginning students admitted from United States institutions.
3. Provide evidence of proficiency in the subject matter of each course for which credits are accepted.
4. 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.

## 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:

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1. The applicant for transfer from another doctor of chiropractic program (D.C.P.) must meet the prerequisite admissions requirements detailed above.
2. 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.
3. 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.
4. Credits accepted for transfer must be determined to be substantially equivalent to courses offered by D'Youville.
5. 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.
6. 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.
7. Transfer students must complete all of the internship requirements at DYC.
8. Transfer students may not transfer more than 50 percent of chiropractic specific courses.
9. Transfer students must earn not less than 25 percent of the total credits required for the D.C. degree from D'Youville College.

## 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

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- 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.

## Academic Regulations

### Good Academic Standing

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

1. Maintain a cumulative graduate GPA of 2.50, and
2. Earn minimum grades of C or S in all courses required for the doctor of chiropractic program,\* and
3. Not earn three or more grades of U and/or below a C while enrolled in the chiropractic program, and
4. Not withdraw from the same course more than once, and
5. 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
6. 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:

1. 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.

## Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

## Course Requirements

### Doctor of Chiropractic

Degree: D.C.

*Required Courses:*

BIO 507L	Human Anatomy and Physiology Laboratory.....	1
BIO 508L	Human Anatomy & Physiology II Laboratory.....	1
BIO 603	Biochemistry.....	3
BIO 603L	Biochemistry Laboratory.....	1

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BIO 607	Pathophysiology.....	3
BIO 608	Microbiology.....	4
BIO 608L	Microbiology Lab.....	0
BIO 610	Immunology.....	3
BIO 639	Human Gross Anatomy.....	6
BIO 639L	Gross Anat Lab.....	0
BIO 659	Advanced Physiology I.....	3
BIO 660	Advanced Physiology II.....	3

**Total Credits: 28**

CHR 670	Professional Communications.....	2
CHR 671L	EIP I: Information Literacy Lab.....	1
CHR 672	EIP II Resh Meth Design & Stats Intp.....	3
CHR 673	EIP III: Chiro Prin: Evid Inform Pract.....	3
CHR 674L	EIP Iv: Journal Club Seminar.....	1

**Total Credits: 10***Supportive:*

HSA 612	Culture in Healthcare.....	1
CHR 634	Intro to Epidemiology & Public Health.....	3
HSM 203	Medical Terminology.....	1
PHI 609	Ethics in Health Care.....	3

**Total Credits: 8***Chiropractic:*

CHR 600L	Introduction to Chiropractic Lab.....	2
CHR 613	Pharmacology I.....	3
CHR 614	Pharmacology II.....	3
CHR 621	Physiologic Therapeutics.....	3
CHR 621	Physiologic Therapeutics.....	3
CHR 621L	Physiological Therapeutics Lab.....	2
CHR 623	Clinical Internship I.....	7
CHR 624	Clinical Internship II.....	7
CHR 625	Clinic Internship III Preceptorship.....	7
CHR 631	Biomechanics.....	3
CHR 633	Clinical Nutrition.....	2
CHR 635	Spinal Anatomy.....	4
CHR 635L	Spinal Anatomy Lab.....	1
CHR 636	Sports Injuries & Emergency Care.....	1
CHR 636L	Sports Injuries & 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 & Physical Examination.....	3
CHR 639L	History & Physical Examination Lab.....	3
CHR 640	Clinical Diagnosis.....	6
CHR 640L	Clinical Diagnosis Lab.....	1
CHR 641	Historical Foundations.....	1
CHR 642	Chiropractic Theories & Evolution Theories & Evolution of the Profession.....	1
CHR 644	Business Entrepreneurship.....	4
CHR 646	Geriatric & Special Needs Populations.....	2
CHR 647	Pediatrics & Women's Health.....	2
CHR 650	Adjustive Techniques I.....	1
CHR 650L	Adjustive Techniques I Lab.....	2
CHR 651	Adjustive Techniques II.....	2
CHR 651L	Adjustive Techniques II Lab.....	0
CHR 652	Adjustive Techniques III.....	1

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CHR 652L	Adjustive Techniques III Lab.....	1
CHR 653	Adjustive Techniques IV.....	4
CHR 653L	Adjustive Techniques IV Lab.....	3
CHR	Two Electives from CHR 654 and CHR 654L or CHR 675 and CHR 675L.....	7
CHR 655	Adjustive Techniques Vi.....	6
CHR 655L	Adjustive Techniques Vi Lab.....	1
CHR 657	Applied Neurology.....	3
CHR 657L	Applied Neurology Lab.....	2
CHR 661	Diagnostic Imaging I.....	3
CHR 661L	Diagnostic Imaging Lab.....	1
CHR 662	Diagnostic Imaging II.....	4
CHR 662L	Diagnostic Imaging II Lab.....	3
CHR 663	Diagnostic Imaging III.....	4
CHR 663L	Diagnostic Imaging III Lab.....	3
CHR 664	Diagnostic Imaging IV.....	4
CHR 664L	Diagnostic Imaging IV Lab.....	2
CHR 665	Diagnostic Imaging V.....	2
CHR 665L	Diagnostic Imaging V Lab.....	1
CHR 656	Clinical Neuroscience.....	4
CHR 656L	Clinical Neuroscience Lab.....	1
CHR 679L	Special Topics Lab.....	0

**Total Credits: 146**

# EDUCATIONAL LEADERSHIP

## **Educational Leadership**

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.



## EDUCATIONAL LEADERSHIP ED.D.

### Program Overview

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 nonrefundable application fee.
- Official undergraduate and graduate transcripts of all institutions attended.
- Submission of any one of the following: GRE, GMAT, or LSAT scores (optional).

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.
- Please submit a written statement (1,000 - 1,500 words, including references) describing an educational problem that you would like to research if admitted to the program.
- 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.

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### Additional Requirements

In addition to the 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.)

### 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.

### 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

Educational Leadership

Degree: ED.D

Courses

*Research Core*

EDL 732 Advanced Statistics & Lab..... 4

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EDL 733	Quantitative Research Design.....	3
EDL 734	Qualitative Research Design.....	3
EDL 735	Case Study Method and Design.....	3

**Total Credits: 13**

*Academic Core*

EDL 731	Doctoral Seminar.....	3
EDL 737	Persistent Problem Inequality.....	3
EDL 738	History & Future of Education Reform.....	3
EDL 739	Cultural Perspectives in Education.....	3

**Total Credits: 12**

*K-12 Professional Core*

ELK 741	K-12 Education Governance, Law & Policy.....	3
ELK 742	Education Finance & Planning.....	3
ELK 743	School-Community Relations.....	3
ELK 744	Curriculum, Instruction & Assessment Learning.....	3
ELK 745	Applied Research Practicum I.....	2
ELK 746	Applied Research Practicum II.....	2

**Total Credits: 16**

*Higher Education Professional Core*

ELH 741	Higher Education Governance,law & Policy.....	3
ELH 742	Higher Edu & Strategic Planning.....	3
ELH 743	Higher Education Curriculum.....	3
ELH 744	Program Evaluation Outcomes Assessment.....	3
ELH 745	Applied Research Practicum I.....	2
ELH 746	Applied Research Practicum II.....	2

**Total Credits: 16**

*Dissertation Core*

EDL 752	Dissertation Proposal I.....	3
EDL 753	Dissertation Proposal II.....	2
EDL 831	Dissertation Guidance.....	1-4

**Total Credits: 6-9**

**Credits required for EdD courses: 50**

**Transfer Credits: 40**

**TOTAL required for EdD: 90**

# HEALTH SERVICES ADMINISTRATION

## **Health Services Administration Department**

The health services administration department offers a bachelor of science degree in health services management, health analytics, public health, as well as a master of science degree in health services administration, a doctorate in health administration, and three advanced certificates in health services administration, long-term care and clinical research associate. The undergraduate programs are described in the undergraduate catalog.

The health services administration department offers graduate courses in fall and spring semesters primarily with limited offerings in summer sessions. Classes are delivered full on campus, fully online (distance learning) and hybrid ( a mix of on campus and distance learning). On campus courses are offered on Monday through Thursday nights from 5:30 - 8:15 PM.

# CLINICAL RESEARCH ASSOCIATE CERTIFICATE

## 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

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.

## Program Admission Requirements

1. Complete the online graduate application
2. Submit an admissions statement/ essay specifically addressing how the program will be of benefit to you and the community that you serve. Statement should be about 250 words.
3. Provide official transcripts from ALL prior colleges.
4. Submit one letter of recommendation from an employer, professional supervisor, colleague or previous professor.
5. Submit a current resume
6. Possess relevant work experience and/ or a related degree.
7. Hold a baccalaureate degree from an accredited college in a health care discipline. \* Preference will be given to candidates who have experience in the field.

## Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

## Course Requirements

Clinical Research Associate

Degree: Certificate

*Required Courses:*

HSA 608	Research Methodology & Design.....	3
HSA 648	Introduction to Health Care Finance.....	3
HSA 653	Legal & Ethical Issues in HCO.....	3
HSA 672	HSA Practicum.....	3
SOC/HSA	One elective from SOC 600, HSA 682, or HSA 656.....	3

**Total Credits: 15**

**Total required for Certificate in Clinical Research Associate: 15**

## HEALTH ADMINISTRATION ED.D.

### 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. All 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 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. Failure to meet this standard will result in dismissal without probation.

### 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.

### Additional Requirements

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

- Successfully pass a comprehensive examination at the completion of the required coursework. 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.

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- Present a defense of the dissertation proposal and completed dissertation, and make a public presentation of their work.

## 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.

## 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.

Students may appeal the committee's decision to the director of doctoral programs.

## Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

## Course Requirements

Health Administration

Degree: ED.D.

*Required Courses:*

DHA 608	Research Methodology & Design.....	3
DHA 615	Health Systems Organization & Management Management.....	3
DHA 616	HR Mgt in Health Care Organizations.....	3
DHA 648	Introduction to Health Care Finance.....	3
DHA 649	Applications of Health Care Finance.....	3
DHA 652	Health Care Economics.....	3
DHA 653	Legal and Ethical Issues in Health Care Organizations..	3
DHA 657	Advanced Decision Making.....	3
DHA 660	Applied Biostatistics.....	3



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DHA 669	Improving Performance of Health Systems.....	3
DHA 682	Managerial Epidemiology.....	3
DHA 700	Health Policy.....	3
DHA 702	Communications Leadership.....	3
DHA 703	Health Care Systems: Law & Policy.....	3
DHA 705	Health Informatics In Health Care.....	3
DHA 706	Population Health.....	3
DHA 707	Eval Health Care System.....	3
DHA 708	Design of Inquiry.....	3
DHA 710	Healthcare Insurance.....	3
ELECTIVES	Two Electives.....	6
		<b>Total Credits: 63</b>

*Dissertation**Research:*

DHA 800	Advanced Research Methods in Health Care Systems..	3
DHA 801	Proposal Identification Dissertation.....	6
		<b>Total Credits: 9</b>

**Total required for EdD: 72***800-level may only be initiated after successful completion of the comprehensive exam.**Twenty-four (24) credit hours are eligible for transfer, if applicable to coursework.*

## HEALTH SERVICES ADMINISTRATION (M.S.)

### Master's Degree

The master of science in health services administration program focuses on a systems approach for managing health care services including financial management, policy on economics, legal aspects of health care, quality improvement 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 is 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

To be considered for entrance into the HSA master's program, applicants must:

1. Complete the online graduate application
2. Submit an admissions statement/ essay specifically addressing how the program will be of benefit to you and the community that you serve.
3. Provide official transcripts from ALL prior colleges.
4. Submit two letters of recommendations from employers.
5. Submit a current resume
6. Possess relevant work experience and/ or a related degree.
7. Hold a baccalaureate degree from an accredited college with a GPA of 3.0 or higher.
8. Have successfully completed a three-credit, undergraduate statistics course ("C" or higher). Preference will be given to candidates with an established work history in the field.

### Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

### Course Requirements

#### Health Services Administration

Degree: M.S.

##### *Required Core Courses:*

HSA 615	Health Systems Organization & Management.....	3
HSA 616	HR Mgt in Health Care Organizations.....	3
HSA 648	Introduction to Health Care Finance.....	3
HSA 649	Applications of Health Care Finance.....	3
HSA 653	Legal & Ethical Issues in HCO.....	3
HSA 660	Applied Biostatistics.....	3
HSA 669	Improving Performance of Health Systems.....	3
HSA 652	Healthcare Economics & Public Policy Making.....	3
HSA 671	Info Technology in Health Care.....	3
HSA 682	Managerial Epidemiology.....	3
HSA 672	HSA Practicum.....	3

**Total Credits: 33**

##### *Required Research Component:*

HSA 608	Research Methodology & Design.....	3
HSA 610	Thesis Seminar.....	3

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*HSA 629 Thesis Advisement.....	3
<b>Total Credits: 9</b>	

**Total minimum required for the M.S.: 42**

\* Students who need additional time to complete their thesis register for 1 credit.

# HEALTH SERVICES ADMINISTRATION CERTIFICATE

## 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 longterm care administration. The courses meet the educational requirements for licensure of nursing home administrators in New York state.

## 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.

## Program Admission Requirements

1. Complete the online graduate application
2. Submit an admissions statement or essay specifically addressing how the program will be of benefit to you and the community that you serve. Statement should be about 250 words.
3. Provide official transcripts from ALL prior colleges.
4. Submit one letter of recommendation from an employer, professional supervisor, colleague or previous professor.
5. Submit a current resume
6. Possess relevant work experience and/ or a related degree.
7. Hold a baccalaureate degree from an accredited college in a health care discipline.

\*Preference will be given to candidates who have experience in the field.

## Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

## Course Requirements

### Health Services Administration

Degree: Certificate

Required Courses:

HSA 615	Health Systems Organization & Management.....	3
HSA 616	HR Mgt in Health Care Organizations.....	3
HSA 648	Introduction to Health Care Finance.....	3
HSA 652	Healthcare Economics & Public Policy Making.....	3
HSA 653	Legal & Ethical Issues in HCO.....	3

**Total Credits: 15**

# LONG-TERM CARE ADMINISTRATION CERTIFICATE

## 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 longterm care administration. The courses meet the educational requirements for licensure of nursing home administrators in New York state.

## 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.

## Program Admission Requirements

1. Complete the online graduate application
2. Submit and admissions statement/ essay specifically addressing how the program will be of benefit to you and the community that you serve. Statement should be about 250 words.
3. Provide official transcripts from ALL prior colleges.
4. Submit one letter of recommendation from an employer, professional supervisor, colleague or previous professor.
5. Submit a current resume
6. Possess relevant work experience and/ or a related degree.
7. Hold a baccalaureate degree from an accredited college in a health care discipline.

\*Preference will be given to candidates who have experience in the field.

## Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

## Course Requirements

### Long-Term Care Administration

Degree: Certificate

*Required Courses:*

HSA 615	Health Systems Organization & Management.....	3
HSA 616	HR Mgt in Health Care Organizations.....	3
HSA 648	Introduction to Health Care Finance.....	3
HSA 653	Legal & Ethical Issues in HCO.....	3
HSA 605	Ageing American Society.....	3
HSA 668	Nursing Home Administration.....	3

**Total Credits: 18**

## NURSING (SCHOOL OF)

### School of Nursing

The undergraduate and graduate programs are fully accredited by the [Commission on Collegiate Nursing Education \(CCNE\)](#). The basic professional program leads to the bachelor of science in nursing (B.S.N.) degree in four academic years and prepares the student for the NCLEX-RN Examinations. The program has a strong liberal arts foundation preparatory to and correlated with professional courses. Students begin clinical coursework in their Sophomore year and complete a variety of clinical experiences before graduation.

A special curriculum (R.N. to B.S.N.) is available for R.N. students with an associate degree or diploma in nursing. The curriculum, offered completely online, is designed to capitalize on the knowledge and experience gained from practicing as a professional nurse and from previous college coursework.

Graduate nursing programs are offered leading to a master's of science in nursing including psychiatric mental health nurse practitioner and family nurse practitioner degrees. These programs are 40 credits and a thesis or a project option is available in each.

All programs include a focus on evidence based practice, interdisciplinary health care studies and collaboration and partnerships with clients, health care professionals and agencies.

Graduates are prepared for careers in a multitude of health care settings including primary care, community and home health nursing, hospital nursing, long-term care nursing and new independent roles in managed care settings. Employment opportunities vary by specific programs.

The baccalaureate degree in nursing, the master degree, Doctor of Nursing Practice, and the post-graduate APRN certificate at D'Youville College are accredited by the [Commission on Collegiate Nursing Education](#).

Commission on Collegiate Nursing Education  
655 K Street NW  
Suite 750 Washington, DC 20001  
Phone: 202 887-6791

## FAMILY NURSE PRACTITIONER (M.S.)

Master of Science programs offered in the School of Nursing include a Master of Science Family Nurse Practitioner and a Master of Science Psychiatric Mental Health Nurse Practitioner.

### Master Of Science (Family Nurse Practitioner)

The family nurse practitioner specializes in providing care services across populations, focused 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.

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 postmaster'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.

As a graduate of the program, students will be prepared to take the exam for board certification through the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners (AANP) to further demonstrate their expertise in the family health field.

Please refer to the general [Academic Policies and Procedures](#) section of this catalog for health, C.P.R., and malpractice insurance requirements.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing Student Handbook. All standards apply to MS and Post-graduate APRN students.

### Admission Requirements — Family Nurse Practitioner

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. Completion of a baccalaureate degree in nursing or entry-level masters' degree from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario)
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. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.
7. Two references on clinical performance (supervisor, professor, or colleague).
8. 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. Students who were dismissed from a graduate nursing program will not be considered for admission.



## 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 (postmaster's certificate) as required.
2. Students on academic probation 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 631 L, 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.

## Course Requirements

### Nurse Practitioner (Family Nurse Practitioner Across the Lifespan)

Degree: M.S.

#### *Clinical Component*

NUR 631	Advanced Health Assessment.....	3
NUR 631L	Advanced Health Assessment Lab.....	1
NUR 634	Health Promotion-Children & Families.....	3
NUR 635	Health Promotion-Women.....	3
NUR 637	Health Promotion Adults Aging Population.....	3
NUR 638	Fnp Practicum in Pediatrics In Pediatrics.....	3
NUR 639	FNP Practicum-Women Health Care.....	3
NUR	NUR 640S/640CL FNP Clinical Practicum in Adult Health and Aging Populations.....	5
<b>Total Credits: 24</b>		

#### *Research Component*

NUR 600	Theory Development in Nursing Research.....	3
NUR 601	Research Methods in Nursing.....	3
<b>Total Credits: 6</b>		

#### *Supportive Component*

NUR 632	Advanced Pharmacology.....	3
NUR 633	Advanced Physiology & Pathophysiology.....	3
<b>Total Credits: 6</b>		

Choose Either Project or Thesis Option:

#### *Project Option Requirements*

NUR 610	Project Seminar Design & Proposal.....	3
NUR 629	Project Advisement: Implement and Evaluation.....	1
<b>Total Credits: 4</b>		

#### *Thesis Option Requirements:*

GRA 610	Thesis Seminar.....	3
GRA 629	Thesis Advisement.....	0-6
<b>Total Credits: 6-9</b>		

**Total Required for M.S.: 40-42**

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*Clinical practicum courses include:*

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

*Preparation courses include:*

1. NUR 631 & 631L Advanced Health Assessment and Lab
2. NUR 634 Health Promotion and Primary Care of Children and Families
3. NUR 635 Health Promotion and Primary Care of Women and Families
4. 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.

# NURSING LEADERSHIP AND QUALITY MANAGEMENT, MS

## Master of Science (Nursing Leadership and Quality Management)

Graduates of the Nursing Leadership and Quality Management program will be specifically prepared to assure that inpatient, outpatient, and community settings consider safety in every decision. Graduates of this program will work in integrated primary care and organizational settings as administrators, managers, and supervisors. Graduates may also pursue entrepreneurial venues that blend their healthcare experience with safety and leadership strategies. This program has 180 practicum hours.

## Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the Nursing Leadership and Quality Management must present the following:

- Official transcripts from all college/universities attended.
- Applicants to the MS program: a baccalaureate degree in nursing or an entry-level masters' degree or entry-level doctoral degree from a CCNE or ACEA accredited program recognized by the U.S. Dept. of Education. Ontario-based programs must be recognized by CNO.
- An overall GPA of at least 3.0. Applicants with a baccalaureate degree in nursing earned more than five years ago, with an overall GPA less than 3.0 but more than or equal to 2.7 and 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 GPA of 3.0 or higher.
- Active unrestricted licensure as a registered nurse in New York for students completing their practicum in NYS and licensure in Ontario for students completing their practicum in Ontario.
- Students enrolling in the online program option must have an unencumbered license as a registered nurse in the state where the clinical practicum will take place.
- One year of practice as a registered nurse is recommended.
- An undergraduate course in statistics and computer science or its equivalent.
- Two references on clinical performance (supervisor, professor, or colleague with advanced degree).
- Curriculum vitae for the last 5 years.
- A student who meets the entry requirements and is currently enrolled in a masters' of nursing 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. Students who were dismissed from a graduate nursing program will not be considered for admission.
- Favorable interview with program director.

## Course Requirements

### Nursing Leadership and Quality Management

Degree: M.S.

NUR 600	Theory Development in Nursing Research.....	3
NUR 601	Research Methods in Nursing.....	3
NUR 613	Nursing Leadership and Communication.....	3
NUR 651	Hlth Policy & Advocacy for Nurse Leaders.....	2
NUR 652	Population Health & Outcomes.....	2
NUR 610	Project Seminar Design & Proposal.....	3
NUR 614	Financial Management for Nurse Leaders.....	3
NUR 621	Healthcare Quality and Safety.....	2
NUR 626	Nursing Informatics.....	2
NUR 650	Nursing & Organizational Leadership.....	3
NUR 615	Nurse Leadership Practicum.....	3
NUR 629	Project Advisement: Implement and Evaluation.....	1

**Total Credits: 30**

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

### **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 health 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 ANCC or AANP 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, CPR and malpractice insurance requirements.

As a graduate of the program, you will be prepared to take the exam for board certification through the American Nurses Credentialing Center (ANCC) and AANP to further demonstrate your expertise in the family health field.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing Student Handbook. All standards apply to MS and Post-graduate APRN students."

### **Admissions 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. All official graduate transcripts. If health assessment, pathophysiology, and pharmacology courses were taken at the undergraduate level those official transcripts must be submitted.
3. Active, unrestricted licensure as a registered nurse in New York state or Ontario if Canadian.
4. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent
5. Interview with program director/faculty
6. At least two references on clinical performance from a supervisor or colleague
7. A minimum of one year of experience as a registered nurse is recommended.
8. A student who meets the entry requirements and is currently enrolled in the Nurse Practitioner program or Doctor of Nursing Practice program at another college or university, must obtain a letter from that School of Nursing stating that the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate or doctoral program will not be considered for admission.

### **Course Requirements**

Family Nurse Practitioner

Degree: Post Master's Certificate

Required Courses:

NUR 631	Advanced Health Assessment.....	3
NUR 631L	Advanced Health Assessment Lab.....	1
NUR 632	Advanced Pharmacology.....	3
NUR 633	Advanced Physiology & Pathophysiology.....	3

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NUR 634	Health Promotion-Children & Families.....	3
NUR 635	Health Promotion-Women.....	3
NUR 637	Health Promotion Adults Aging Population.....	3
NUR 638	Fnp Practicum in Pediatrics In Pediatrics.....	3
NUR 639	FNP Practicum-Women Health Care.....	3
NUR	NUR 640S/640CL FNP Clinical Practicum in Adult Health and Aging Populations.....	5

***Total Credits: 30***

**Total required for Post-Masters Certificate in Family Nurse Practitioner: 30\***

\*An individual gap analysis 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.

## FAMILY NURSE PRACTITIONER (D.N.P.)

### Doctor Of Nursing Practice (Family Nurse Practitioner)

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.

### Admissions Criteria For Doctorate Of Nursing Practice (D.N.P.)

1. A completed application 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 in the U.S. (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 choose to submit GRE scores if they believe their application does not adequately reflect their potential to succeed in a doctoral program

### Course Requirements

Post-Master's Doctor of Nursing Practice

Degree: F.N.P. to D.N.P.

*In the specific area of concentration*

NUR 701	Health Literacy & Population Health Outcomes.....	3
NUR 702	Evidence Based Practice & IT Healthcare Delivery.....	4
NUR 703	Biostatistics for Advanced Nurse Leaders.....	2
NUR 711	Translational Capstone: I Identify Project.....	2
NUR 712	Translational Capstone II: Design And Pilot Project.....	2
NUR 713	Translational Capstone III Implement and Evaluation....	3
NUR 704	Community-Based Care of Aging Population.....	3
NUR 705	Ethical Topics in Advanced Nursing Practice Seminar...	3
NUR 709	Advance Practice Role for Doctoral Nursing Leaders.....	3

**Total Credits: 25**

*Interdisciplinary Course Work Required for this Major*

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HSA 653	Legal & Ethical Issues in HCO.....	3
HSA	HSA 652 Health Economics & Policy Making OR HSA 648 Intro to Financial Mgmt: Healthcare Budgeting.....	3
HSA	HSA 705 Leadership Through Communication OR HSA 670 Health Care Consulting.....	3
<b>Total Credits:</b>		<b>9</b>

**Total credits: 34**

An individual gap analysis 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.



# PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (M.S.)

## Master Of Science (Psychiatric Mental Health Nurse Practitioner)

A Psychiatric Mental Health Nurse Practitioner (PMHNP) is specialized in providing mental health services and care to individuals, families and groups. As a student in the program, you will learn the real-world skills needed to advance your nursing career as you become specifically prepared to deliver safe, competent and quality mental health services to persons of all ages.

As a student, you will benefit from a simple scheduling structure with all classes held on Thursdays and/or Fridays, you will be able to complete the program in two years of full-time study but also have the option of completing on a part-time basis.

As a graduate of the program, you will be prepared to take the exam for board certification through the American Nurses Credentialing Center (ANCC) to further demonstrate your expertise in the mental health field.

If you're interested in advancing your career as a PMHNP, D'Youville College's nursing program is an ideal place to learn. Established in 1942, the School of Nursing has earned a reputation as a leading resource in the region for high-quality, student-centered education.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing Student Handbook. All standards apply to MS and Post-graduate APRN students.

## Admission Requirements (Psychiatric Mental Health Nurse Practitioner)

1. A completed application 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 in the U.S. (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 choose to submit GRE scores if they believe their application does not adequately reflect their potential to succeed in a doctoral program

## Course Requirements

Nurse Practitioner (Psychiatric Mental Health)

Degree: M.S.

*Clinical Component*

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NUR 611	APN Role Transit Policy Sem.....	2
NUR 631	Advanced Health Assessment.....	3
NUR 631L	Advanced Health Assessment Lab.....	1
NUR 706	Co-MGT for Medical Disorders for APN's.....	1
NUR 707	Foundations of PMH for APRNs I.....	3
NUR 708	Foundations of PMH for APRNs II.....	3
NUR 714	Clin Practicum in Comm-Based Family Care.....	2
NUR 715	Psy Mental Health Clinical Practicum I.....	3
NUR 716	Psy Mental Health Clinical Practicum II.....	4

**Total Credits: 22**

*Supportive Component*

NUR 632	Advanced Pharmacology.....	3
NUR 633	Advanced Physiology & Pathophysiology.....	3
NUR 672	Advanced Psychopharmacology.....	1
NUR 673	Advanced Psychopathophysiology.....	1

**Total Credits: 8**

*Research Component*

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

**Total Credits: 6**

*Project Component*

NUR 610	Project Seminar Design & Proposal.....	3
NUR 629	Project Advisement.....	1-3

**Total Credits: 4-6**

**Total Required for M.S.: 40**

# PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE (POST-MASTER'S CERTIFICATE)

## Advanced Certificate Program

An advanced certificate in Psychiatric Mental Health Nurse Practitioner will prepare students to assess, diagnose and manage acute and chronic mental health conditions across all ages as they provide care to individuals, families and groups.

D'Youville College's program is designed for students who have already earned a master's degree in nursing and are prepared to take a leadership role as a member of the mental health care team with prescriptive privileges to provide a holistic, patient-centered approach to patients facing mental health problems.

Students will benefit from a simple scheduling structure with all classes held on Thursdays and/or Fridays, and will be able to complete the program in 12 to 24 months.

As a graduate of the program, students will be prepared to take the exam for board certification through the American Nurses Credentialing Center (ANCC) to further demonstrate your expertise in the mental health field.

If you're interested in advancing your career by obtaining an advanced certificate in Psychiatric Mental Health Nurse Practitioner, D'Youville College's nursing program is an ideal place to learn. Established in 1942, the School of Nursing has earned a reputation as a leading resource in the region for high-quality, student-centered education.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing Student Handbook. All standards apply to MS and Post-graduate APRN students.

## Admission Requirements

In addition to the general admission requirements for the graduate programs at D'Youville College, applicants to the post-master's certificate in psychiatric mental health 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. All official graduate transcripts. If health assessment, pathophysiology, and pharmacology courses were taken at the undergraduate level those official transcripts must be submitted.
4. Interview with the program director/faculty
5. Current CPR certification
6. A minimum of one year of experience as a registered nurse is recommended.
7. At least two references on clinical performance from a supervisor or colleague
8. A student who meets the entry requirements and is currently enrolled in the Nurse Practitioner program or Doctor of Nursing Practice program at another college or university, must obtain a letter from that School of Nursing stating that the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate or doctoral program will not be considered for admission

## Course Requirements

Psychiatric Mental Health Nurse Practitioner

Degree: PMC

Course Requirements for the Major:

*Clinical Component:*

NUR 611	APN Role Transit Policy Sem.....	2
NUR 631	Advanced Health Assessment.....	3

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NUR 631L	Advanced Health Assessment Lab.....	1
NUR 706	Co-MGT for Medical Disorders for APN's.....	1
NUR 707	Foundations of PMH for APRNs I.....	3
NUR 708	Foundations of PMH for APRNs II.....	3
NUR 714	Clin Practicum in Comm-Based Family Care.....	2
NUR 715	Psy Mental Health Clinical Practicum I.....	3
NUR 716	Psy Mental Health Clinical Practicum II.....	4

**Total Credits: 22**

*Supportive Component:*

NUR 632	Advanced Pharmacology.....	3
NUR 633	Advanced Physiology & Pathophysiology.....	3
NUR 672	Advanced Psychopharmacology.....	1
NUR 673	Advanced Psychopathophysiology.....	1

**Total Credits: 8**

**Total Credits required for post-master's certificate in Psychiatric Mental Health Nurse Practitioner: 30**

# PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (D.N.P.)

## Doctor Of Nursing Practice (Psychiatric Mental Health Nurse Practitioner)

Greater access to health care and a shortage in mental health professionals has lead to a growing demand for nursing professionals who have the clinical preparation and knowledge to provide holistic care to individuals, families and groups experiencing mental health dysfunction.

The Psychiatric Mental Health Nurse Practitioner (PMHNP) plan of study in the Doctor of Nursing Practice (DNP) program allows students to expand on what they've learned as an advanced practice registered nurse (APRN) to assume leadership roles in mental health care, research, administration and education.

The D'Youville College doctoral program combines traditional coursework, clinical fieldwork and graduate-level research to professional nurses who want to broaden their mental health care knowledge and enhance their professional career prospects.

If you're interested in advancing your career as a Doctor of Nursing Practice (Psychiatric Mental Health Nurse Practitioner), D'Youville College's nursing program is an ideal place to learn. Established in 1942, the School of Nursing has earned a reputation as a leading resource in the region for high-quality, student-centered education.

## Admission Criteria For Doctorate Of Nursing Practice (Psychiatric Mental Health Nurse Practitioner)

Applicants to D'Youville's Doctor of Nursing Practice (Psychiatric Mental Health Nurse Practitioner) degree program require the following:

1. Official transcripts from all college/universities attended;
2. Completion of a baccalaureate degree in nursing from a CCNE or NLNAC accredited program at a college or university in the U.S. (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. Copy of an active unrestricted license as a professional registered nurse and advanced practice certification in New York State or Ontario.
6. A current certification in CPR;
7. Copy of current national certification (or exam eligibility) as an advanced practice nurse in a specialty area (where applicable)
8. Documentation of the number of clinical hours completed in prior master's degree program;
9. At least two years of relevant professional experience;
10. Current resume or curriculum vitae;
11. Evidence of active membership in at least one professional organization;
12. Favorable review with a panel of D'Youville College nursing faculty;
13. 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;
14. A written personal statement outlining how the applicant expects the degree to assist in achieving specific career goals.
15. Any applicant may choose to submit GRE scores if they believe their application does not adequately reflect their potential to succeed in doctoral program

## Undergraduate Course Prerequisites

- Statistics

- Computer Science (or its equivalent)

## Course Requirements

Doctor of Nursing: Psychiatric Mental Health Nurse Practitioner  
 Degree: D.N.P.

*In the specific area of concentration:*

NUR 701	Health Literacy & Population Health Outcomes.....	3
NUR 702	Evidence Based Practice & IT Healthcare Delivery.....	4
NUR 703	Biostatistics for Advanced Nurse Leaders.....	2
NUR 704	Community-Based Care of Aging Population.....	3
NUR 705	Ethical Topics in Advanced Nursing Practice Seminar.....	3
NUR 709	Advance Practice Role for Doctoral Nursing Leaders.....	3
NUR 711	Translational Capstone: I Identify Project.....	2
NUR 712	Translational Capstone II: Design And Pilot Project.....	2
NUR 713	Translational Capstone III Implement and Evaluation.....	3
NUR 800	Continuing Clinical Practicum Residency.....	1
NUR 900	Continuing Capstone Project Advisement.....	1

**Total Credits: 27**

*Interdisciplinary course work required for this major:*

HSA 653	Legal & Ethical Issues in HCO.....	3
HSA	HSA 652 Health Economics & Policy Making OR HSA 648 Intro to Financial Mgmt: Healthcare Budgeting.....	3
HSA	HSA 705 Leadership Through Communication OR HSA 670 Health Care Consulting.....	3

**Total Credits: 9**

**Total credits required for Doctor of Nursing Practice (Psychiatric Mental Health Nurse Practitioner): 37\***

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

# NURSING AND HEALTH-RELATED PROFESSIONS EDUCATION CERTIFICATE

## 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

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.

## Admission Requirements

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

## Course Requirements

Nursing and Health Related Professions

Degree: Certificate

*Required Courses:*

NUR 616	Curriculum Development and Evaluation.....	3
NUR 617	Teaching Strategies & Instructional Tech.....	3
NUR 618	Nurse Educator Role Practicum.....	3

***Total Credits: 9***

# OCCUPATIONAL THERAPY

## **Occupational Therapy Department**

The occupational therapy program is a five-year combined B.S./M.S. program. The curriculum begins with a strong liberal arts core. The core curriculum provides students with a general knowledge base and the opportunity to develop analytical abilities that are the foundation for excellence in the professional competencies. Students also declare and complete a structured minor. Professional development, with faculty guidance and support, is a consistent process for students prior to, during, and after clinical placements.

Students complete six months of full-time fieldwork experience provided at a variety of settings across the country. In addition to a strong academic and clinical preparation, students are expected to complete a master's project involving research of a Critically Appraised Topic. The student-centered approach, in combination with the curriculum's academic, clinical and research components provide thorough preparation for graduates to develop leadership and service in a variety of health care, educational and community settings, and to be successful in practice.



## OCCUPATIONAL THERAPY (M.S.)

### Master's Program

The master of science degree in occupational therapy (OT) 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 delivery systems, foundational courses in sciences (functional anatomy and neuroscience), human development, interpersonal and group skills, and medical/social conditions, and courses in intervention and research. Students are required to complete a research project involving a Critically Appraised Topic and are required to complete six months of supervised fieldwork. The program may be completed within three academic years.

The OT program has been fully approved and registered by the New York State Education Department. 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 \(ACOTE\)](http://www.acoteonline.org) 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. The student is required to apply for licensure in the state(s) in which s/he will practice.

### Admission Requirements

The D'Youville College occupational therapy program is a participant of the Occupational Therapist Centralized Application Service (OTCAS), a program of the American Occupational Therapy Association that allows prospective students to use one application to apply to multiple participating OT programs through a single application process. Interested applicants should refer to OTCAS to complete the application process and are required to follow OTCAS and D'Youville College OT program-specific instructions.

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 November 30:

1. Two letters of recommendation: one academic and one professional (or two academic). References from OT observations will not be accepted.
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 a cumulative undergraduate G.P.A. of at least 3.0 (all grade point averages are based on a 4.0 system).
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.

### 1. Occupational Therapy Department Good Academic Standing

- a. To be in good standing while enrolled in graduate courses (500 & 600 level) a student must:
  1. Maintain a minimum semester and cumulative average of at least 3.0.
  2. Obtain a minimum grade of B in all graduate-level work
- b. To be in good standing in OT courses that are graded as Satisfactory/Unsatisfactory (OT 612, OT 693, 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.

### 2. Occupational Therapy Department Academic Probation

- a. Students, whether full time or part time, who are not in good standing in the department is placed on OT department academic probation where they will remain until they meet the conditions of academic good standing for two full-time semesters. The conditions of OT 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).
- b. 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:
  1. for all 500- and 600-level courses over the next two full-time semesters:
    - a. Receive no less than a "B" in all courses;
    - b. Achieve a semester and cumulative average of at least 3.0;
  2. For the S/U graded OT courses listed in a2 of the OT department academic regulations section, over the next two full-time semesters, receive grades of S.

### 3. Dismissal From the Occupational Therapy Program

- a. 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.
- b. 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 must include:
  1. a description of verifiable extenuating circumstance(s) that prevented/hindered achievement of the conditions of OT department academic probation
  2. a plan to maximize future academic success

### 4. 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.

### 5. Requirements for Level II Fieldwork

- a. 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.
- b. 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.
- c. 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.

### 6. Policy for Completion of Occupational Therapy Program in Timely Manner:

Full-time and part-time students in the OT program 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 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

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- OT 529 Child and Adolescent Intervention
- OT 633 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.]

### Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

### Course Requirements

#### Occupational Therapy

Degree: M.S. OT

For the Major Degree:

OT 501	Ot Process & Theoretical Foundations I.....	2
OT 506	Occupational Development I.....	4
OT 509	Medical & Social Conditions I.....	2
OT 510	Medical & Social Condition II.....	2
OT 512	Occupational Development II.....	4
OT 513	Psychosocial Level I Fieldwork.....	1
OT 514	Interpersonal Skills.....	2
OT 515	OT Delivery System.....	2
OT 517	Group Process.....	2
OT 519	Functional Anatomy.....	5
OT 520	Neuroscience for Rehabilitation.....	5
OT 521	Fieldwork Seminar I.....	0
OT 523	Ped & Adol Level I Fieldwork.....	1
OT 525	Ot Process and Theoretical Foundations II.....	2
OT 527	OT Methods of Eval. & Doc. I.....	2
OT 529	Child & Adolescent Intervention.....	4
OT 530	Adult/Geri Level I Fieldwork.....	1
OT 632	Fieldwork Seminar II.....	0
OT 633	Evaluation & Documentation II.....	2
OT 634	Adult and Geriatric Intervention.....	4
OT 635	OT Process & Theory III.....	2
OT 640	OT Clinical Fieldwork I.....	4
OT 641	OT Clinical Fieldwork II.....	4
OT 644	Management of OT Services I.....	1
OT 645	Management of OT Services II.....	2
OT 689	Professional Issues.....	2
OT 690	Community Practice.....	2

**Total Credits: 64**

#### Research Components

OT 524	Research Seminar.....	3
OT 602	Research Methods in Occupational Therapy.....	3
OT 629	Research Advisement.....	3
OT 630	Continued Research Advisement.....	1
*OT 693	Research Project Development.....	3

**Total Credits: 9-10**

\* as needed

Elective:

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OT 605 Clinical Field Work III.....0

*Total Credits: 0*

**Total required for M.S.: 73-75**

# PHYSICAL THERAPY

## Physical Therapy Department

The physical therapy department recognizes a choice of pathways for freshman acceptance into the sequential degree entry-level physical therapy program.

- B.S. in biology offered through the math and natural sciences department + D.P.T. program
- B.S. in exercise and sports studies offered through the exercise and sports studies department + D.P.T. program
- B.S. in health services offered through the health services administration department.

In this sequential-degree entry-level P.T. program, entering freshmen matriculate in and complete their B.S. degree through the respective departments. Upon completion of the B.S. degree, students who satisfy all D.P.T. admission requirements are accepted into the three year doctor of physical therapy (D.P.T.) program.

For a further description of the D.P.T. curriculum and academic requirements, please refer to the [D'Youville College Graduate Catalog](#). Students will graduate with an entry-level doctor of physical therapy (D.P.T.) degree. The three-year graduate D.P.T. program is registered with the New York State Education Department (NYSED) and is fully accredited by the [Commission on Accreditation of Physical Therapy Education \(CAPTE\)](#) of the American Physical Therapy Association:

Commission Accreditation in Physical Therapy Education  
1111 North Fairfax Street  
Alexandria, Virginia, 22314

Telephone: 703-716-3245  
E-mail: [accreditation@apta.org](mailto:accreditation@apta.org)  
Website: [www.capteonline.org](http://www.capteonline.org)

# ADVANCED ORTHOPEDIC PHYSICAL THERAPY CERTIFICATE

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 3.30 G.P.A. for all courses within the DPT orthopedic curriculum (PT 522, PT 513, lecture and labs).

The number of seats available per cohort in the certificate program will be determined by the number of sites available that can offer the advanced clinical internship.

## Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

## Course Requirements

Advanced Orthopedic Physical Therapy  
Degree: Certificate

*Required Courses:*

PT 709	Business Management Strategies for Physical Therapists.....	2
PT 731	Advanced Orthopedic Spine.....	3
PT 732	Advanced Orthopedics Extremities.....	3
<b>Total Credits: 8</b>		

*Advanced Practice (must complete 5 credits from the list below):*

PT 634	Spinal Manipulation.....	1
PT 684	Manual Therapy in Sports Rehabilitation.....	1
PT 686	Aquatic P.T.....	1
PT 687	Comprehensive Soft Tissue Manipulation.....	1
PT 750	Taping Methods.....	1
PT 752	Intro to Pelvic Floor Dysfunction.....	1
<b>Total Credits: 6</b>		

*Clinical Fieldwork:*

PT 660	Clinical Residency.....	2
<b>Total Credits: 2</b>		

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Total required for Certificate in Advanced Orthopedic Physical Therapy: 15

# PHYSICAL THERAPY (D.P.T.)

## 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 registered with the New York State Education Department (NYSED) and 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](mailto:accreditation@apta.org)  
 Website: [www.capteonline.org](http://www.capteonline.org)

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 program offers 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.

## 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 through the Physical Therapist Centralized Application Service (PTCAS) online at [www.ptcas.org](http://www.ptcas.org). The graduate admissions office will evaluate 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 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.
5. Submission of Graduate Record Examination (GRE) score from GRE exam taken no greater than five years prior to application filing.
6. Evidence of capability to succeed in a graduate program, as shown by a cumulative undergraduate P.A. of at least 3.00 (on a 4.00 system)
7. 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 P.A. of 3.20 or better.

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

### Math and Natural Sciences

- Two 3-credit courses in human based science or applied science courses
- One course in human anatomy with lab



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- One course in human physiology with lab – may be two courses in human anatomy with physiology with labs
- Two courses in chemistry with labs
- Two courses in physics with labs
- One semester of statistics

### Social and Behavioral Sciences

- One course in psychology

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.

8. 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.
9. A willingness to conform to published college and program policies.

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.

## Physical Therapy Department Technical Standards

### Introduction

The Americans with Disabilities Act of 1990 (ADA) (Public Law 101-336) was established to empower qualified persons with disabilities to seek employment opportunities, transportation, and access to programs and services without fear of discrimination. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodation needed to participate in an educational program.

The Physical Therapy Department at D'Youville College is prepared to make reasonable accommodations in order to allow students with disabilities an equal opportunity to participate and succeed in the academic program. An accommodation must be reasonable and may not be provided if it fundamentally alters the nature of the curriculum, including the didactic component, laboratory sessions, or supervised practice experiences, requires substantial program modification or lowering of academic standards, causes undue hardship for the College or affiliating agencies, or jeopardizes the health or safety of the student or others.

If the student feels he or she meets the requirements of the ADA and will require ADA accommodation, the disability must be supported by medical documentation **prior to** receiving accommodation. To receive accommodation, the student must take the responsibility to make the department aware of the need for accommodation by notifying the Physical Therapy Department chair, **and** the student must contact the Disability Services office at D'Youville College and complete the process required. The Disability Services office will then contact the Physical Therapy Department and reasonable accommodations will be made based on the recommendations of the disability office. Some accommodations may be the fiscal responsibility of the student.

No otherwise qualified person shall be excluded from participation, admission, or matriculation, or denied benefits solely by reason of his or her disability. The Physical Therapy Department will not discriminate against qualified individuals but will expect applicants and students to meet certain minimum academic and technical standards.

### Technical Standards

The physical therapy program at D'Youville College is a rigorous program that places specific requirements and demands on enrolled students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the Physical Therapy Department identify the attributes needed to establish the knowledge, skills, and values necessary to meet the standards of the American Physical Therapy Association (APTA) and the Commission on Accreditation in Physical Therapy Education (CAPTE) in order to achieve the **educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment** and fulfill the physical therapy department mission. The mission of the physical therapy department at D'Youville College is as follows:

- *Consistent with the mission of D'Youville College, the Department of Physical Therapy develops students both academically and socially through evidence-based learning and community service.*
- *Students graduate as knowledgeable professional doctors of physical therapy committed to life-long learning, leadership and service to society.*
- *The DPT program prepares students with the skills to provide sound patient care, as well as offer preventive, educational, administrative, and consultative services that respect individuality in changing healthcare environments.*

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Full participation in the academic and supervised practice environments requires that students, with or without reasonable accommodation, possess abilities, attributes, and skills in five major areas:

1. Sensory Processing
2. Communication
3. Motor/Strength/Coordination
4. Conceptual/Integrative/Quantitative
5. Behavioral/Social

All of these skills must be performed in a reasonable time frame required for clinical practice. Details regarding these essential abilities are found in the following paragraphs; they are not intended to be all inclusive.

### **Sensory Processing**

Candidates and students must:

1. have sufficient vision to be able to observe demonstrations or physical changes, such as in skin and musculature or changes in other areas of the body, in lecture, lab and clinical settings in the program
2. have sufficient functional visual ability and processing to read printed material in both hard copy and electronic formats
3. have sufficient functional auditory acuity and processing to comprehend multiple sounds, such as one or more persons engaged in conversational speech, and to hear timers and alarms

### **Communication**

Candidates and students must:

1. be able to communicate effectively and sensitively, orally, in writing, and non-verbally with peers, faculty, staff, community partners, the general public, and patients/clients, including individuals of different ages and from different cultural and social backgrounds
2. be able to understand, read, speak, and write the English language at a level consistent with competent professional practice, using appropriate grammar, spelling, and vocabulary

### **Motor/Strength/Coordination**

Candidates and students must:

1. have sufficient dexterity, coordination and fine motor function to perform PT-related skills
2. have sufficient physical strength and endurance to carry equipment and supplies, lift and transfer patients and other items (up to 50 pounds), walk, bend, and stoop while carrying items, and sit and stand for long periods of time
3. have the capability to physically maneuver in required settings in a safe manner
4. have the ability to access transportation to attend classes and supervised practice experiences in a timely manner

### **Conceptual/Integrative/Quantitative**

Candidates and students must:

1. be able to utilize all assessment parameters in order to assess the physical status of the clients and implement a plan of care to achieve optimal health (e.g., obtaining the client's history, performing physical assessments and analysis of laboratory data)
2. have sufficient conceptual, integrative and quantitative abilities, including but not limited to measurement, calculations, reasoning, analysis, and synthesis; additionally, a student must be able to understand spatial relationships related to patient care
3. have the ability to critically think, solve problems, and deal effectively with a variety of concrete and abstract variables in situations where limited standardization exists within reasonable time frames
4. have the ability to analyze, conceptualize, and summarize complex relationships as ascertained from patient records, research studies, and other written reports and be able to communicate that information effectively
5. have the ability to learn and work effectively in both independent and collaborative situations
6. have the ability to execute multiple tasks simultaneously

### **Behavioral/Social**

Candidates and students must:

1. possess the emotional health required for utilization of his/her intellectual abilities
2. be able to exercise good judgment in the prompt completion of all academic and supervised practice responsibilities

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3. have affective skills and appropriate demeanor and rapport that relate to professional education and quality patient/client care and customer relations
4. be able to develop mature, sensitive, ethical, and effective relationships with instructors, colleagues, and patients/clients/customers
5. have the capacity (maturity, emotional stability) to adapt to change, maintain composure, and display flexibility in the face of uncertainties and stressful situations
6. portray attributes of professionalism that include but are not limited to honesty, integrity, caring, respect, trustworthiness, competence, and responsibility to and for their instructors, colleagues, and patients/clients/customers

### Conclusion

The D'Youville College Physical Therapy Department and its sponsoring institutions will provide reasonable accommodations as needed to open the program to competitive, qualified individuals with disabilities. In doing so, however, the program and sponsoring institutions must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physical therapist (which include the technical standards set forth above). The program and sponsoring institutions cannot compromise the health and safety of patients/clients/customers or students. It is inevitable that adherence to minimum requirements will disqualify some applicants and students, including some who have a disability. However, adherence to those requirements is necessary, as an applicant or student who is unable to meet the minimum academic and technical standards is not qualified for participation in the program or the practice of the profession.

## Graduate Application Process

Applicants to the doctor of physical therapy (D.P.T.) must submit a graduate application through the Physical Therapist Centralized Application Service (PTCAS) online at [www.ptcas.org](http://www.ptcas.org). The deadline for applications is December 1st for acceptance into the next cohort beginning in the summer semester.

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:

1. A minimum grade of C is required for all 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.
2. Students may earn only two (2) grades of C, C+ or B- for graduate level 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.
3. Students who earn more than three grades below a B will be dismissed from the program.
4. A minimum cumulative 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.
5. Students are required to obtain permission of department faculty and successfully complete all course related competency exams prior to registration in clinical Permission may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.
6. All clinical fieldwork must be completed with a satisfactory (S) Students receiving an unsatisfactory (U) grade for a clinical fieldwork must receive formal approval of program faculty to repeat the fieldwork experience.
7. A second unsatisfactory (U) grade for a clinical fieldwork will result in dismissal from the program.
8. All clinical fieldwork must be completed within 12 months of completion of professional academic coursework or repetition of academic courses may be required.
9. Students must successfully pass a comprehensive examination within the deadline established by the program in order to be cleared for graduation from the PT pr 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

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at [www.dyc.edu/appeals](http://www.dyc.edu/appeals).

## Course Requirements

Physical Therapy Degree: Doctor of Physical Therapy  
 Degree: D.P.T.

Course Requirements for the Professional Phase

*In the specific area of concentration:*

BIO 639	Human Gross Anatomy.....	6
BIO 639L	Gross Anat Lab.....	0
GRA 601	Research Methodology and Design.....	3
PT 500	Essential Skills I.....	3
PT 500L	Essential 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	Intro Pt and Health Care Systems.....	2
PT 506	Physiology of Therapeutic Exercise.....	2
PT 506L	Physiology of Therapeutic Exercise Lab.....	1
PT 510	Essential Skills II.....	2
PT 510L	Essential Skills II Lab.....	1
PT 513	Orthopedic Physical Therapy I.....	2
PT 513L	Orthopedic I Lab.....	2
PT 514	Integumentary Examination & Intervention.....	2
PT 515	Professional Development I.....	1
PT 518	Biomechanics and Kinesiology for Pt.....	2
PT 518L	Biomechanics and Kinesiology Lab.....	1
PT 519	Lifespan Development.....	1
PT 519L	Lifespan Development Lab.....	1
PT 520	Lifespan Development II.....	1
PT 520L	Lifespan Development II Lab.....	1
PT 522	Functional Anatomy.....	2
PT 522L	Functional Anatomy Lab.....	1
PT 550	Clinical Neuroscience.....	5
PT 550L	Clinical Neuroscience Lab.....	0

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PT 552	Cardiopulmonary Physical Therapy.....	2
PT 552L	Cardiopulmonary Lab.....	1
PT 552S	Cardiopulmonary Seminar.....	0
PT 574	Clinical Fieldwork I.....	3
PT 602	Neurodevelopmental Pediatrics.....	2
PT 602L	Neurodevelopmental Pediatrics Lab.....	1
PT 604	Clinical Orientation Seminar III.....	0
PT 606	Neuromuscular Assessment.....	2
PT 606L	Neuromuscular Assessment Lab.....	1
PT 613	Orthopaedic Physical Therapy II.....	2
PT 613L	Orthopedic II Lab.....	2
PT 614	Community Health & Wellness.....	3
PT 615	Professional Development II.....	1
PT 618	Rehabilitation II.....	3
PT 618L	Rehabilitation Lab II.....	2
PT 627	Application of Research Methods in Pt.....	4
PT 627L	App of Research Methods in PT Lab.....	0
PT 628	Research Seminar.....	3
PT 748	Differential Diagnosis.....	3
PT 674	Fieldwork II.....	4
PT 675	Clinical Fieldwork III.....	4
PT 701	Clin Decision in Theory Exercise.....	2
PT 701L	Clin Decision in Ther Exer Lab.....	1
PT 703	Education Advocacy Consultation.....	3
PT 709	Business Management Strategies for Physical Therapists.....	2
PT 725	Clinical Fieldwork IV.....	5
PT 799	NPTE Examination Preparation.....	0
PT-XXX	One Graduate Elective/Practicum/Study.....	5

**Total Credits: 107**

## SCHOOL OF PHARMACY

### **School of Pharmacy**

The School of Pharmacy prepares students to practice in an interprofessional 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.

## PHARMACY (PHARM.D.)

### Doctoral Program

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### 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).



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## 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
Biology II with Lab	4	PHY 102 or PHY112
Calculus I	4	MAT125
Applied Statistics	3-4	MAT123
English Composition I	3	ENG111
English Composition II	3	ENG112

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Course	Credit Hours	DYC Course Number
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

1. **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.
2. **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..
3. **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.
4. **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

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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.

5. **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.
6. **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 reapply as a new applicant to the program.
7. **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 as a new applicant to return to the School of Pharmacy.
8. **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.
9. **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.

## Course Requirements

Doctor of Pharmacy  
Degree: Pharm.D.

*First Professional Year: Fall Semester*

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PMD 601	Biochemical Principles I.....	3
PMD 603	Anatomy Physiology Pathophysiology I.....	4
PMD 605	Principles of Drug Action I.....	4
PMD 607	Prof of Pharmacy & Health Care Systems.....	3
PMD 611	Prof Dev of Student Pharmacist I.....	2
PMD 613	Patient Assessment I.....	1
PMD 617	P1 IPPE Community.....	2
PMD 621	Professional Development & Skills Assessment.....	0
PMD 657	Service Learning.....	0

**Total Credits: 19**

*Spring Semester*

PMD 604	Anatomy Physiology Pathophysiology II.....	4
PMD 606	Principles of Drug Action II.....	5
PMD 610	Hlth Comm Diversity & Bioethics Communications/ Diversity/Bioethics.....	2
PMD 612	Prof Dev of Student Pharmacist II.....	1
PMD 614	Patient Assessment II.....	1
PMD 618	Community IPPE.....	2
PMD 622	Professional Development.....	0
PMD 624	Self-Care.....	3
PMD 626	Introductory Pharmacy Calculations.....	1
PMD 658	Service Learning.....	0

**Total Credits: 19**

*Second Professional Year: Fall Semester*

PMD 701	Principles of Drug Action III.....	2
PMD 703	Pharmacotherapeutics I.....	4
PMD 705	Pharmacotherapeutics II.....	4
PMD 709	Integrated Compounding & Practice.....	3
PMD 711	Prof Dev of Student Pharmacist III.....	1
PMD 713	Pharmacogenomics.....	3
PMD 717	P2 IPPE Community.....	2
PMD 721	Professional Development & Skills Assessment.....	0
PMD 757	Service Learning.....	0

**Total Credits: 19**

*Spring Semester*

PMD 702	Medical Microbiology & Immunology.....	3
PMD 704	Pharmacotherapeutics III.....	4
PMD 706	Pharmacotherapeutics IV.....	4
PMD 708	Evidence-Based Medicine I.....	2
PMD 712	Professional Development of a Student Pharmacist.....	1
PMD 718	Community IPPE.....	2
PMD 722	Professional Development.....	0
PMD 758	Service Learning.....	0

**Total Credits: 16**

*Third Professional Year: Fall Semester*

PMD	One elective from the 800 level.....	2
PMD 801	U.S. and N.Y.S. Pharmacy Law.....	2
PMD 803	Infectious Disease V.....	4
PMD 805	Pharm Gastrointestinal V I.....	4
PMD 811	Prof Dev of Student Pharmacist IV.....	1
PMD 813	Evidence-Based Medicine II.....	2
PMD 849	P3 IPPE Practice.....	0
PMD 857	Service Learning.....	0
PMD 859	Professional Dvpmt and Skills Assessment.....	0

**Total Credits: 15**

*Spring Semester*

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PMD 804	Pharmacotherapeutics VII.....	4
PMD 808	Pharmacotherapeutics VIII.....	4
PMD 810	Population Based Health Care.....	2
PMD 812	Professional Development of a Student Pharmacist.....	1
PMD 814	Evidence-Based Medicine III.....	2
PMD 850	Practice IPPE.....	1
PMD 858	Service Learning.....	1
PMD	One elective from the 800 level.....	2
PMD 860	Professional Development.....	0

**Total Credits: 17***Fourth Professional Year: Summer, Fall and Spring Semesters*

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

PMD 901	Advanced Community Pharmacy.....	6
PMD 902	Ambulatory Care Rotation.....	6
PMD 903	Institutional Clinical Rotation.....	6
PMD 904	Institutional Operations Rotation.....	6
PMD 905	APPE Elective A.....	6
PMD 906	APPE Elective B.....	6

**Total Credits: 36**

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

## COURSE DESCRIPTIONS

ANA.....	81
BIO.....	81
CHR.....	83
DED.....	89
DHA.....	90
DHE.....	93
DHP.....	93
DTC.....	93
EDL.....	94
EDU.....	96
ELH.....	99
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ETS.....	100
GRA.....	100
HP.....	101
HRM.....	101
HSA.....	102
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NTR.....	106
NUR.....	107
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PMD.....	116
PSC.....	125
PT.....	125
SED.....	132
SOC.....	133
SPA.....	133
TSL.....	133

### ANA Anatomy

#### **ANA 601 Research Methods in Anatomy I (3)**

This course provides guidance to the student in the formulation of an original anatomical project. The student will identify their project, and develop a research plan that includes embryology, histology, neurology and comparative and gross anatomy of their topic, and initiate the introduction and methods sections of a publishable paper and convey their progress to classmates. Students will consider the function of the IRB and assess of the appropriateness of different statistical analyses. *Prerequisite:* MAT-123.

#### **ANA 602 Research Methods in Anatomy II (4)**

This course is a continuation of ANA 601 Research Methods in Anatomy I. This is a cadaver-based course in which the student will study and independently dissect additional regions of the cadaver that were exclusively faculty demonstrations during their gross anatomy course (BIO 639). In addition, the student will then perform a thorough dissection of the region of their project topic defined in ANA 601. Emphasis will be placed on correlation of the embryology and histology of the region, and clinical and epidemiology implications of the region. The pathology present will be analyzed. The student will gain experience assisting the instructor(s) in anatomy laboratories. Students will perform the research and analysis needed to complete the publishable manuscript begun in ANA 601. *Prerequisites:* (BIO-639 BIO-639L) or take (BIO-505 BIO-505L) ANA-601.

### BIO Biology

#### **BIO 504 Microscopic Anatomy (4)**

This course is an in-depth microscopic examination of the organ systems of the body. The development, histology, histophysiology, and histopathology of the tissues and organs of the body will be presented in lecture. Chemistry and biochemistry of the structures will be covered and discussed. The lab incorporates microscopic examination of the organ system and training in processing of tissue for imaging and the use of imaging equipment and the chemical properties and uses of traditional and current staining methods. This course consists of three lectures and three hours of laboratory a week. *Prerequisite:* (BIO-101 BIO-101L BIO-102 BIO-102L) or (BIO-107 BIO-107L BIO-108 BIO-108L) or (BIO-517 BIO-517L) or ANA-601. *Corequisite:* BIO-504L.

#### **BIO 504L Microscopic Anatomy Lab (0)**

Lab for BIO-504 *Corequisite:* BIO-504.

#### **BIO 505 Neurobiology (4)**

This is a lecture and laboratory course studying the human nervous system. Emphasis is placed on the science, biology, and biochemistry of nervous system anatomy and physiology, including research techniques used to study the nervous system, organization and development of the nervous system, neuroanatomy, fundamental concepts of cellular and molecular neurobiology, underlying neuroanatomical and neurophysiological dysfunctions of neurological disorders, sensory and motor systems, and neural tracts. The laboratory includes neuroanatomy models and cadaveric specimens. This course consists of three lectures and three hours of laboratory a week. *Prerequisite:* (BIO-107 BIO-107L BIO-108 BIO-108L) or take (BIO-317 BIO-317L) or take (BIO-517 BIO-517L) or permission of the instructor.. *Corequisite:* BIO-505L.

#### **BIO 505L Neurobiology Lab (0)**

Lab for BIO-505 *Corequisite:* BIO-505.

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- BIO 507L Human Anatomy and Physiology Laboratory (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.
- BIO 508L Human Anatomy & Physiology II Laboratory (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.
- BIO 517 Comparative Anatomy (4)**  
This is a analysis of vertebrates and their chordate origins, including a summarization emphasizing their historical relationships. The major systems, such as integument, muscular, nervous, endocrine, circulatory, and skeletal, are presented and explored with examples from the major vertebrate groups. The course consists of three lectures and three hours of laboratory a week. *Prerequisite: (BIO-101 BIO-101L BIO-102 BIO-102L) or take (BIO-107 BIO-107L BIO-108 BIO-108L). Corequisite: BIO-517L.*
- BIO 517L Comparative Anatomy Lab (0)**  
Lab for BIO-517. *Corequisite: BIO-517.*
- BIO 520 Developmental Biology (4)**  
This is a study of the principles of development and their application to animal and plant embryos, regeneration, metamorphosis, cancer and related processes. The laboratory includes observation and experimentation with living animal and plant material, plant tissue culture and examination of prepared slides. *Prerequisite: BIO-302 BIO-302L. Corequisite: BIO-520L.*
- BIO 520L Developmental Biology Lab (0)**  
Lab for BIO-520 *Corequisite: BIO-520.*
- BIO 523L History of Anatomy Lab (1)**  
This study abroad experience in Florence, Italy has duration of two weeks. This course will follow the evidence of healthcare, art and science as it relates to Italy and the Italian Renaissance. Lessons will introduce the students with use of genuine objet d'art to the history of art and medicine starting from the Middle Ages, through the great "revolution in health care" in Florence during the golden centuries of the Renaissance through modern-day health care. The course consists of approximately 20 lessons that will occur in various venues including the Villa La Quiete, art and history museums, galleries, the University of Florence and the Botanical Gardens of Florence. Emphasis will be on integration of contemporary anatomy with historical models.
- BIO 603 Biochemistry (3)**  
This one-semester course emphasizes structure/function relationships among the components responsible for the biochemical functions of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition.
- BIO 603L Biochemistry Laboratory (1)**  
This lab is consistent with material covered in lectures in Bio 603.
- 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 consist of three lectures a week.
- BIO 608 Microbiology (4)**  
This is an introduction to the classification, morphology and physiology of microorganisms, particularly of bacteria and viruses, with laboratory emphasis on sterile technique, cultural characteristics and physiology of bacteria. The course consists of three lectures and three hours of laboratory per week.
- BIO 608L Microbiology Lab (0)**  
This lab is consistent with material covered in lectures in Bio 608.
- BIO 610 Immunology (3)**  
Humans are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial. Many areas of biology use the in vitro techniques of immunology. Thus, immunology integrates such diverse fields as genetics, biochemistry, physiology and medicine and is relevant for biology and health science students alike. The purpose of this course is therefore to introduce the student to the chemistry of antigens and antibodies, the biology of the immune response, including both harmful and beneficial aspects in the function of the cells, organ and molecules of the immune system. Immunologic techniques and their applications will also be examined.
- BIO 639 Human Gross Anatomy (6)**  
This is a lecture and laboratory course in human gross anatomy, which uses cadaver dissection and other materials illustrative of human anatomy. Emphasis is placed on the anatomy of skeletal muscles, including their bony attachments, nerve and blood supply, and functions in movements. Additional dissections involve a survey of abdominal and thoracic organs, anatomy of the head and contents of the cranial cavity. *Prerequisite: (BIO-507L BIO-508L) or (BIO-107 BIO-107L BIO-108 BIO-108L) or (BIO-317 BIO-317L) or (BIO-517 BIO-517L) or equivalent.. Corequisite: BIO-639L.*
- BIO 639L Gross Anat Lab (0)**  
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.
- BIO 659 Advanced Physiology I (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.

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- BIO 660 Advanced 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.
- BIO 689 Special Topics** (0)  
**CHR Chiropractic**
- CHR 579 Special Topics** (2)
- CHR 600 Introduction to Chiropractic History, Philosophy, Theory and Practice** (3)  
This course presents the history of the chiropractic profession. Topics provide a review of ancient forms of manipulation, early contributors who influenced the development of the profession, the development of chiropractic philosophy, the evolution of chiropractic education in the United States, chiropractic professional associations and the formation of regulatory and accrediting bodies. Discussions about the current status of the profession, the need for evidence-based research and a review of the New York State Chiropractic Practice Act are included. Additionally, students are introduced to manipulation terminology and basic methods of chiropractic evaluation.
- CHR 600L Introduction to Chiropractic Lab** (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. *Prerequisite: BIO-639 BIO 639L.*
- CHR 609L Applied Neurology Lab** (0)
- 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. *Prerequisite: BIO-639 BIO-639L CHR-600L CHR-640 CHR-640L. Corequisite: CHR-621L.*
- CHR 621L Physiological Therapeutics Lab** (2)  
This lab is consistent with material covered in lectures in CHR 620. *Prerequisite: BIO-639 CIO-639L CHR-600L CHR-640 CHR-640L. Corequisite: CHR-621.*
- CHR 623 Clinical Internship I** (7)  
The focus of this course is on comprehensive health: wellness maintenance, illness prevention and restorative care. Patients of different age groups and cultural backgrounds are treated. The practice emphasis is on the structure and function of the body's neuromusculoskeletal framework and the relationship this framework has to the health and well-being of the whole person (bio-psycho-social-spiritual). Spinal manipulation is the major intervention. The range of services provided include the use of diagnostic imaging to evaluate patients with neuromusculoskeletal, related health problems and pathologies, physiotherapeutic modalities, lifestyle and nutrition counseling; and the use of a variety of myofascial and rehabilitative procedures considered alternative and complementary in nature. Additionally, students are taught the importance of case management and/or utilization of referral and follow-up procedures for patients experiencing pathologies that require co-treatment with other licensed health care providers. *Prerequisite: BIO-507L BIO-508L BIO-603 BIO-603L BIO-607 BIO-608 BIO-608L BIO-610 BIO-639 BIO-639L BIO-659 BIO-660 CHR-654 CHR-657 CHR-664 CHR-665 CHR-637 CHR-636 CHR-643 CHR-614 CHR-634 as well as a passing score on NBCE or CCEB (Canadian students) and IRB approval..*
- CHR 624 Clinical Internship II** (7)  
This course is a continuation of CHR 623, Clinical Internship I. *Corequisite: CHR-623.*
- CHR 625 Clinic Internship III Preceptorship** (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. *Prerequisite: 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.



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- CHR 631 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 CHR-635L 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 subject 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 Power Point presentations, discussions, case analysis, and review of the best available evidence in the current literature. *Prerequisite: BIO-603 BIO-607 CHR-610 CHR-640.*
- CHR 634 Intro to Epidemiology & Public Health** (3)  
This course is focused on the discussion of different definitions and descriptions of what constitutes public health, the contributions and value of public health and the interface that exists between chiropractic practice and public health. The Wellness Model of Healthy People 2010 and levels of prevention are discussed along with examples as to how basic public health concepts should be incorporated into the development of a comprehensive chiropractic plan of care. Lectures cover such topics as the impact on public health by environmental factors, diet 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. *Prerequisite: BIO-639 BIO-639L. Corequisite: CHR-635L.*
- CHR 635L Spinal Anatomy Lab** (1)  
This lab is consistent with material covered in lecture in Chr 635. *Corequisite: CHR-635.*
- CHR 636 Sports Injuries & 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. *Prerequisite: BIO-639 BIO-639L CHR-640 CHR-640L. Corequisite: CHR-636L.*
- CHR 636L Sports Injuries & Emergency Care Lab** (2)  
This lab is consistent with material covered in lectures in Chr 636. *Prerequisite: BIO-639 CHR-640. Corequisite: CHR-636.*
- 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. *Prerequisite: CHR-621 CHR-621L CHR-655 CHR-655L. Corequisite: CHR-637L.*
- CHR 637L Chiropractic Rehabilitation Lab** (3)  
This lab is consistent with material covered in lectures in Chr 637. *Prerequisite: CHR-621 CHR-621L CHR-655 CHR-655L. Corequisite: CHR-637.*
- CHR 638 Psychology for Health Care Professionals** (3)  
The purpose of this course is to provide students with knowledge concerning issues they may face as future practitioners regarding themselves and their patients. Specifically, the course will provide an overview of mental health concerns, crisis issues, pain management and self-care. Attention will also be given concerning how these issues are to be addressed as students work with future patients along with attempting to make appropriate referrals.
- CHR 639 History & 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. *Prerequisite: BIO-639 BIO-639L. Corequisite: CHR-639L.*

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- CHR 639L History & Physical Examination Lab (3)**  
This lab is consistent with material covered in lectures in Chr 639. *Prerequisite: BIO-639 BIO-639L. Corequisite: CHR-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. *Prerequisite: BIO-607 BIO-610 BIO-639 CHR-639 CHR-639L. Corequisite: CHR-640L.*
- CHR 640L Clinical Diagnosis Lab (1)**  
This lab is consistent with material covered in lectures in Chr 640. *Prerequisite: BIO-607 BIO-610 BIO-639 CHR-639 CHR-639L. Corequisite: CHR-640.*
- CHR 641 Historical Foundations (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 Theories & Evolution Theories & Evolution of the Profession (1)**  
This course will introduce the student to the historical evolution of the theories of the chiropractic subluxation. They will become familiar with the key theories that have helped to shape chiropractic as a profession. *Prerequisite: 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.
- CHR 645 Soft Tissue Techniques (4)**  
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-600L CHR-654. Corequisite: CHR-645L.*
- CHR 645L Soft Tissue Techniques Lab (1)**  
This lab is consistent with material covered in lectures in CHR-645. *Corequisite: CHR-645.*
- CHR 646 Geriatric & 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 649L Psychomotor Skills Lab (0)**  
This course will begin to prepare students to develop the professional communication and interpersonal skills that are needed to interact with patients, patients' family, and other health care providers in a safe and respectful environment. Topics will expose students to the American Chiropractic Association code of ethics as they apply to patient and the academic setting, current and future modes of health care delivery including interprofessional collaboration, evidence based care models, and patient and doctor safety in clinical practice. Students will begin to understand the necessary personal and professional attributes that are necessary as a healthcare provider with an introduction in the psychomotor skills used as a chiropractor.
- 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. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic area. *Prerequisite: CHR-600L. Corequisite: CHR-650L.*

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**CHR 650L Adjustive Techniques I Lab (2)**

This course will present contemporary theories of chiropractic science and practice related to the assessment, diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic area. *Prerequisite: CHR-600L. Corequisite: CHR-650.*

**CHR 651 Adjustive Techniques II (2)**

This course will present contemporary theories of chiropractic science and practice related to the assessment diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques with 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. *Prerequisite: CHR-650 CHR-650L. Corequisite: CHR-651L.*

**CHR 651L Adjustive Techniques II Lab (0)**

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. *Prerequisite: CHR-650 CHR-650L. Corequisite: CHR-651.*

**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 dynajust and force plate teaching/ evaluations. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic, lumbar, and thoracic areas. *Prerequisite: CHR-651 CHR-651L. Corequisite: CHR-652L.*

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- CHR 652L Adjustive Techniques III Lab (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. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic, lumbar, and thoracic areas.
- 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. 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. *Prerequisite: CHR-652 CHR-652L. Corequisite: CHR-653L CHR-655 and CHR-655L.*
- 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. *Prerequisite: CHR-652 CHR-652L. Corequisite: CHR-653.*
- CHR 655 Adjustive Techniques Vi (6)**  
 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.
- CHR 655L Adjustive Techniques Vi Lab (1)**  
 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.
- 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. Laboratory includes examination of neural specimens. Four lecture hours, and two laboratory hours. *Prerequisite: CHR-635. Corequisite: CHR-656L.*
- CHR 656L Clinical Neuroscience Lab (1)**  
 An in-depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. Laboratory includes examination of neural specimens. Four lecture hours, and two laboratory hours. *Prerequisite: CHR-635. Corequisite: CHR-656.*
- 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. Laboratory sessions will include demonstration and practice in performing various neurological tests. *Prerequisite: CHR-640 CHR-656.*
- CHR 657L Applied Neurology Lab (2)**  
 This lab is consistent with material covered in lectures in Chr 657. *Prerequisite: CHR-656.*

**GRADUATE CATALOG 2017-2018****D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU****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. *Prerequisite: BIO-639. Corequisite: CHR-661L.*

**CHR 661L Diagnostic Imaging Lab (1)**

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

**CHR 662 Diagnostic Imaging II (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. Laboratory experience will include continuing demonstration and practice of the use of x-ray equipment, positioning techniques, and imaging interpretation for the accurate identification of pathological processes. *Prerequisite: CHR-661 CHR-661L. Corequisite: CHR-662L.*

**CHR 662L Diagnostic Imaging II Lab (3)**

This course will build on the knowledge gained in Diagnostic Imaging I. Utilizing conventional radiographs, focus will be on recognizing bone pathologies and selected variants of the spine and extremities. Imaging results will be correlated with patient history, physical examination, and laboratory findings. A regional approach will be utilized to explore neoplastic, infectious diseases; metabolic, skeletal dysplasias; hematological and nutritional disorders; as well as degenerative, inflammatory, and metabolic arthritides and trauma. The need for appropriate case management will be emphasized. Laboratory experience will include continuing demonstration and practice of the use of x-ray equipment, positioning techniques, and imaging interpretation for the accurate identification of pathological processes. *Prerequisite: CHR-661 CHR-661L. Corequisite: CHR-662.*

**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. *Prerequisite: CHR-662 CHR-662L. Corequisite: CHR-663L.*

**CHR 663L Diagnostic Imaging III Lab (3)**

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

**CHR 664 Diagnostic Imaging IV (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. Laboratory experience will include review of many representative cases. *Prerequisite: CHR-663 CHR-663L. Corequisite: CHR-664L.*

**CHR 664L Diagnostic Imaging IV Lab (2)**

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

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- 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. Laboratory experience includes demonstration of the proper and safe use of equipment and positioning techniques. *Prerequisite:* CHR-661 CHR-661L. *Corequisite:* CHR-665L.
- CHR 665L Diagnostic Imaging V Lab** (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. *Prerequisite:* CHR-661 CHR-661L. *Corequisite:* CHR-665.
- CHR 670 Professional Communications** (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 671L EIP I: Information Literacy Lab** (1)
- CHR 672 EIP II Resh Meth Design & Stats Intp** (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. *Prerequisite:* CHR-671L.
- CHR 673 EIP III: Chiro Prin: Evid Inform Pract** (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.
- 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 to the literature. Emphasis is placed on how the research and clinical literature impacts clinical decisions in chiropractic practice. *Prerequisite:* CHR-673.
- CHR 675 EIP V: Evidence-Informed Clinical Mgmt** (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 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. *Prerequisite:* CHR-653 CHR-653L CHR-674L. *Corequisite:* CHR-675L.
- CHR 675L Eip V: Evidence-Informed Clin Mgmt Lab** (3)  
This lab accompanies Chr 675 Capstone course. *Prerequisite:* CHR-653 CHR-653L CHR-674L. *Corequisite:* CHR-675.
- CHR 676L Introduction to Clinical Laboratory** (2)  
This course serves as introduction to the clinic setting and initial training in electronic health records in the context of acquiring and documenting a comprehensive medical history and examination findings. The dual focus of this course will be on integration of the components of a history into a patient's medical record and on developing an efficient process flow. This course will provide instruction to utilize electronic health records (EHR) in compliance with the industry-standard for documentation, billing and coding. Course content and format will also reinforce previously learned history taking, physical and orthopedic examination skills. Students will learn and apply clinic procedures and protocols while treating chiropractic students to ensure success in the outpatient clinical setting.
- CHR 679 Special Topics** (2)
- CHR 679L Special Topics Lab** (0)

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### DED 701 Health Systems Organization Theory Pract (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 703 Health Care Systems Law and Policy (3)

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

### DED 704 Cont Health Serv: Finances & Controls (3)

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

### DED 711 Field Study in Org Relationships Relationships (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 Org Relationships Relationships (3)

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

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

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

### DED 722 Proposal Identification, Development & Completion (3)

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

### DED 789 Special Topics (3)

### DED 801 Dissertation Research, Writing, Defense (1)

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 Doctoral Health Administration

### DHA 608 Research Methodology & 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.

### DHA 615 Health Systems Organization & 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 HR Mgt in Health Care Organizations (3)

The course will present the design of programs for the maximizing of employees 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.

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- DHA 648 Introduction to Health Care Finance (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 649 Applications of Health Care Finance (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 HSA-652 HSA-653.*
- DHA 652 Health Care Economics (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 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 Advanced Decision Making (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 learners ability to use analytical techniques now seen as necessary for formulating strategic or operative plans for a health care organization. *Prerequisite: DHA-669.*
- DHA 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 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.*
- DHA 671 Health Informatics (3)**
- DHA 679 Special Topics (3)**
- DHA 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.



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### 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 the 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 Health Care Systems: Law & 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 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 Health Informatics 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 (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 and in context with the health of the peoples involved.

### DHA 707 Eval Health Care System (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 710 Healthcare Insurance (3)

This course reviews the diverse financial systems within the United States healthcare system, with specific focus on reimbursement methods and payment systems and how they affect providers and payers. It reviews major insurance programs, federal healthcare insurance and related legislation, legal/regulatory issues associated with health insurance, diagnosis and procedure coding systems, and the impact of coding on reimbursement, compliance, and fraud and abuse.

### DHA 789 Special Topics (3)

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### **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.

### **DHA 999 DHA Transfer Elective (3)**

Course transfers in as a DHA core elective.

#### DHE Doctoral Health Education

### **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 Assess Individual Group Performance 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 Apps 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 Doctoral Health Policy

### **DHP 702 Evaluation of Health Care Systems: Needs And Issues (3)**

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

### **DHP 703 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.

### **DHP 705 Population Health (3)**

#### DTC Dietetics

### **DTC 511 Medical Nutrition Therapy I (2 Credits) (2)**

The study of the biochemical and physiological basis for nutrition care in treating disease, including malnutrition, anemia, obesity, diabetes, and cardiovascular disease. Theory and practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This is the first semester of a two-semester course. This course consists of two lecture hours. Open to dietetics students in CP only. *Prerequisite: DTC-420 DTC-420SP. Corequisite: DTC-511SP.*

### **DTC 511SP Medical Nutrit Therapy I Superv Practice (3)**

The clinical application of the biochemical and physiological basis for nutrition care for those with nutrition-related diagnoses and conditions discussed in DTC 511, including malnutrition, anemia, obesity, diabetes, and cardiovascular disease. Practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This course consists of nine supervised practice hours weekly. Open to dietetics majors in CP only. *Prerequisite: DTC-420 DTC-420SP. Corequisite: DTC-511.*

**GRADUATE CATALOG 2017-2018****D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU****DTC 512 Medical Nutrition Therapy II (2 Credits) (2)**

The study of the biochemical and physiological basis for nutrition care in treating disease, including GI disorders, hepatic disorders, cancer, AIDS, renal disease, and nutrition support. Theory and practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This is the second semester of a two-semester course. This course consists of two lecture hours. Open to dietetics majors in CP only. *Prerequisite: DTC-511 DTC-511SP. Corequisite: DTC-512SP.*

**DTC 512SP Med Nutri Therapy II Supervised Practice Practice (3)**

The clinical application of the biochemical and physiological basis for nutrition care for those with nutrition-related diagnoses and conditions discussed in DTC 512, including GI disorders, hepatic disorders, cancer, HIV, renal disease, and nutrition support. Practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This course consists of nine supervised practice hours weekly. Open to dietetics majors in CP only. *Prerequisite: DTC-511 DTC-511SP. Corequisite: DTC-512.*

**DTC 521 WIP Community Nutrition (3)**

The course offers a study of community nutrition needs and problems. The goals, organization, and history of selected government and private programs are investigated. This course is designated as a writing-intensive course and meets the college requirement as a WIP course. This course consists of three lecture hours. Open to dietetics majors only. *Prerequisite: DTC-420. Corequisite: DTC-521SP.*

**DTC 521SP Community Nutrition Supervise Practice I (2)**

This course provides supervised practice in community nutrition at area agencies, organizations, and programs. Students receive experiences in food insecurity/food assistance, maternal and child health, elderly nutrition, and adult nutrition. This course consists of six supervised practice hours per week. Open to dietetics majors only. *Prerequisite: DTC-420 DTC-420SP. Corequisite: DTC-521.*

**DTC 522SP Community Nutrition Supervised Practice II (1)**

Students develop, implement, and evaluate a community nutrition intervention in this course. This includes completing a community needs assessment, identifying a target population, designing the program to be delivered, conducting the program, and collecting and assessing data on appropriate indicators to evaluate the effectiveness of the intervention. This course consists of three supervised practice hours weekly. Open to dietetics majors only. *Prerequisite: DTC-521SP.*

**DTC 524 The Nutrition Entrepreneur (3)**

This course applies business principles and entrepreneurship to the nutrition profession. Students learn how to plan, implement, and evaluate nutrition intervention programs. In addition, the knowledge, skills, and resources needed to establish and maintain a private practice are presented. This course consists of three lecture hours. *Prerequisite: MGT-305 DTC-426 DTC-521.*

**DTC 600 Nutrition Theory & Practice (3)**

The major theories that guide nutrition research and practice are presented and applied in this course. The scientific basis of nutrition research and practice are discussed, including evidence-based practice, clinical practice guidelines, the Nutrition Care Process and Model, and the theories and conceptual frameworks that guide research and practice. The interrelationship of theory, research, and practice is a major focus of this course. This course consists of three lecture hours. Open to dietetics majors only. *Prerequisite: MAT-123.*

**DTC 601 Research Methods in Dietetics (3)**

This course reviews dietetic and nutrition research methods, general research designs (both qualitative and quantitative), evaluation and assessment methods, application of statistical analysis in nutrition, and the presentation of research data. The course focuses on guiding the dietetic student in becoming a consumer and producer of nutrition-related research. This course consists of three lecture hours. *Prerequisite: DTC-600 DTC-420.*

**DTC 610 Dietetics Thesis Seminar (3)**

This course involves discussion of current research in the profession. Students will identify and delineate a research problem and develop a thesis proposal. This course consists of three lecture hours. Requisites: Take DTC 601 - Must be completed prior to taking this course. Open to dietetics majors only. *Prerequisite: DTC-601 Must be completed prior to taking this course.*

**DTC 622 Professional Seminar (2 Credits) (2)**

This two-credit course provides the B.S./M.S. students the opportunity to practically apply their knowledge in the field of nutrition and dietetics and gain hands-on practice with the credentialing examination for the dietetics profession. This course consists of two lecture hours. Open to 5th year dietetics majors in CP only.

**DTC 631 Advanced Nutrition Practice I (8)**

This course is the first part of a two-course sequence. In conjunction with DTC 632 (Advanced Nutrition Practice II), this course provides advanced supervised practice experiences in clinical nutrition, community nutrition, and food service management at area hospitals, long term care facilities, food service establishments, community settings, and special rotation facilities. This course consists of 24 supervised practice hours weekly. Open to dietetics majors in CP only. *Prerequisite: DTC-512 DTC-512SP.*

**DTC 632 Advanced Nutrition Practice II (8)**

This course is the second part of a two-course sequence. In conjunction with DTC 631 (Advanced Nutrition Practice I), this course provides advanced supervised practice experiences in clinical nutrition, community nutrition, and food service management at area hospitals, long term care facilities, food service establishments, community settings, and special rotation facilities. This course consists of 24 supervised practice hours weekly. Open to dietetics majors in CP only. *Prerequisite: DTC-631.*

**DTC 689 Special Topics (3)**

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- 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.
- 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.
- 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.*
- 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 fields 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.*
- EDL 735 Case Study Method and Design (3)**  
 This course introduces and instructs students in case study method & 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 (education-related) endeavors are reviewed and evaluated. *Prerequisite: EDL-734.*
- EDL 737 Persistent Problem Inequality (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.*
- EDL 738 History & 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.*
- 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.*

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## 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 the 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.

## 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 material 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. *Prerequisite: EDL-752.*

## EDL 789 Special Topics (3)

## EDL 801 Conduct, analysis, and Final Preparation Of the Dissertation (1)

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)

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. *Prerequisite: EDL-753.*

## EDL 999 For Transfer Credits and Degree Audit (3)

### EDU Education

## 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 Application to Curr Design & 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 links between content and pedagogy when planning, implementing, or evaluating literacy instruction as they apply the research to their teaching.

## EDU 606 Technology Literacy for Childhood Edu (3)

This Technology Literacy course focuses on the integration of technology in the elementary classroom. Special attention is given to the needs of early elementary students and the unique learning environment of K-6 classrooms. The course will include reading assignments from current journal articles, integration ideas for the core curriculum areas, hands-on practice with KidPix and digital cameras, discussion with peers in the class, and completion of a final culminating project.

## EDU 607 Multicultural Literature (3)

This course in Multicultural Literature focuses on children's and young adult literature by and about people from various population groups that have traditionally been underrepresented in children's and adolescent literature in the United States. We will discuss literature from parallel cultures (including works by and about African Americans, Asian Americans, Latino/as, Native Americans, Middle Eastern Americans, and other ethnic groups), as well as literature by and about population groups traditionally defined by class, religion, ability, gender and sexuality. Course participants will investigate theoretical perspectives, issues, controversies, and classroom implications for these texts.

## EDU 608 Practical Literacy (3)

## EDU 609 Sociological Foundations in Urban Edu (3)

This course will use the insights of critical theories to understand and transform urban education. The theoretical foundations of several areas of critical theory are examined, including critical theories of popular cultural and media, critical or radical pedagogies, cultural studies of various subject areas (literature, mathematics, etc.), critical race & feminist theories, and critical policy studies. The historical significance of and roots of critical theories are studied in relation to contemporary schooling.

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### **EDU 610 Contemporary Issues in Urban Education (3)**

This course introduces critical issues in urban education, from historical roots to present crises and solutions. Critical issues in urban public schools in North America are complex and multi-faceted, yet must be understood and addressed by the stakeholders in urban education. Through a careful examination and analysis of historical and contemporary critical issues in urban education this course will enhance and enlarge graduate students' ability to conduct research, be effective leaders, practitioners or policymakers in urban schools by providing them with a broad overview of urban education as a field of inquiry and by connecting them to the community. The course explores the lives of urban students and the teachers and administrators who work with them. This discussion is based on studies that involve rich ethnographic examinations of the lives of marginalized students, mainly Asian, African American and Latino students in urban school districts. In doing so, the course analyzes both successful and unsuccessful contemporary regional efforts to reform urban schools as well as teacher education.

### **EDU 611 Urban Literacy (3)**

This course will address the cognitive, cultural, social, and linguistic aspects of literacy acquisition and development specifically as they apply to the unique challenges associated with education in urban environments. Unconventional literacy practices of the emergent stage learners will be closely examined and analyzed as they are understood as cultural and cognitive manifestations of the urban environment of the learner. Strategies for helping and assessing learners in reading, writing, listening and speaking will be discussed and developed. Practical applications of theoretical underpinnings of literacy development will be contextualized through organizing reading groups, guided, shared, and independent reading and writing instruction. The texts and discussions will explore the current philosophies of literacy instruction. Fieldwork experience will include classroom observations and a case study.

### **EDU 612 Math and Science Equity Urban Edu (3)**

This course addresses equity and diversity issues in mathematics and science education in urban educational settings. It provides background information on key concepts such as the difference between equality and equity, as well as data on and discussion of how different student backgrounds can lead to quantitatively and qualitatively different educational opportunities and outcomes. Suggestions for improving learning for all students are incorporated into these discussions, which focus mainly on gender, race/ethnicity, linguistic background, exceptionality (disabilities, gifted/talented), and social class. Academic assessment is also addressed and, to a lesser degree, tracking/ability grouping.

### **EDU 613 Methods of Teaching Reading & Writing (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 614 Curriculum and Instruction Capstone Proj (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 to 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 619 Young Adult Literature (3)**

This course is designed for classroom teachers who are teaching in 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 Foundation of Learning Theory (3)**

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

### **EDU 621 Elementary School General Strategies: 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 & science. This course also covers instruction for health & physical education.

### **EDU 622 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.

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### EDU 623 Elementary School Strategies (ela&s.S.) (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 (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 626 Teaching Childrens Literature (3)

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

### EDU 627 Diagnostic & 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 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 School Content Method (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 Assess & Guiding Develop Young Children 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 637 Technology Literacy for Adolescence Educ (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 & 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 and Future Trends (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.

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### **EDU 656 Philosophical & Social Foundations 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 659 Language Acquisition & ELL Instruction (3)**

This class provides and 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 Exp Obs 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 Exp Obs 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 679 Special Topics (3)**

### **EDU 682 Practicum in Childhood Education (6)**

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.

### **EDU 684 Education Portfolio Capstone (3)**

This capstone consists of a stand alone 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. *Corequisite: EDU-682 EDU-692 SED-662 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 Adolescent Education (6)**

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.

### **EDU 697 Adolescent Comprehensive Exam (0)**

### **EDU 698 Childhood Comprehensive Exam (0)**

#### ELH Education - Higher Ed

### **ELH 741 Higher Education Governance, law & 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: EdI-738.*

### **ELH 742 Higher Edu & 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. *Prerequisite: EdI-732 EdI-737.*

### **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. *Prerequisite: EdI-738 EdI-739.*

### **ELH 744 Program Evaluation Outcomes Assessment (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. *Prerequisite: EdI-732 EdI-738.*



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## 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.*

## 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.*

## ELK Education - K-12

### ELK 741 K-12 Education Governance, Law & 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. *Prerequisite: Edl-738.*

### ELK 742 Education Finance & 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.*

### 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 needs assessment, community participation projects, and community education organizations. Students develop and 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. *Prerequisite: Edl-737 Edl-739.*

## ELK 744 Curriculum, Instruction & Assessment 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. *Prerequisite: EDL-732 EDL-738 EDL-739.*

## 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.*

## 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.*

## ETS Education Technology

### ETS 601 Intro to Technology in Education (3)

### ETS 602 Instructional Design for Educ Technology (3)

### ETS 603 Multimedia Design (3)

### ETS 604 Technology for Special Needs (3)

### ETS 605 New Media Literacy (3)

The course commences with an examination of how definitions and attitudes toward literacy have changed throughout history so that one may concentrate heavily on how literacies are produced, synthesized, and consumed in modern media contexts. The course then takes up the task of examining the "New Literacy Studies" research after the so-called "social turn" in the sciences and humanities, which treat literacy as more than a functional skill (one's ability to read and write) and instead as a sophisticated set of meaning-making activities situated in specific contexts.

## GRA Graduate Core

### 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, components of theories, relationships and the relationships between research, practice and theory. Social, ethical and value problems related to the development of knowledge are examined.

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**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.

**GRA 606 Curriculum Development** (3)  
This course is an overview of past and present curricular trends and development processes. Principles and techniques of curriculum design, development, implementation and evaluation in educational programs are explored. *Prerequisite: GRA-600.*

**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.*

**GRA 608 Teaching Practicum** (3)  
Students will observe, participate in and practice teaching. Nursing and related allied health professions students (i.e., occupational therapy students) are placed in appropriate discipline-specific college and/or clinical laboratory teaching situations. Weekly seminars enable students to synthesize previous learning and to discuss teaching strategies, clinical/field evaluation and problems associated with college teaching. Teaching practicum requires approximately six to eight hours a week during the day (some limited evening placements) for ten weeks. *Prerequisite: GRA-606 GRA-607.*

**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 and (NUR-603 - nursing majors).*

**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. *Prerequisite: GRA-601.*

**GRA 622 Applied Research Project Seminar** (3)  
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.*

**GRA 629 Thesis Advisement** (0)  
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.*

**GRA 629D Thesis Advisement - Dietetics** (3)  
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.*

### HP Health Professions

**HP 501 Introduction to Qigong: Theory, Evidence And Practice** (1)  
Qigong is a therapeutic exercise practiced in traditional Chinese medicine. It involves adjustment of mind, body and breath. This self-paced, online course is an introduction to this ancient Eastern art. It provides the foundation for maintenance of health and wellness and stress management through the practice of active Qigong exercise and meditation. History, theory, and mind/body practice of Qigong are presented. It is the first course within a 3-course sequence on Qigong practice. While this course may be professionally most useful for those in health care service, it has direct benefit for all who seek to participate in personal maintenance of health through practice of Qigong. Evaluation is by objective online exam. Recommended time to complete the course is 8 weeks. (20 contact hours) Learning hours committed to this course may be submitted for review toward Qigong Leader/Instructor certification.

**HP 502 24-Posture Qigong Form And Practice** (1)  
This second course in an online 3-course series on Qigong practice introduces participants to the Wu Yi Jie He 24-Posture Qigong Form. Topics include demonstration, performance feedback and energetic and physical analysis of each posture. Upon completion of this course and its pre-requisite course: Health and Clinical Applications of Qigong, students will receive a Village of Healing and Wellness (VHW) Certification as a 24-Posture Qigong Leader. (20 contact hours)

**HP 503 Qigong: Health and Clinical Applications Of Qigong** (1)  
This third course in an online 3-course series on Qigong practice introduces participants to clinical applications in integrative Qigong exercise. Topics include complementary management of healthy ageing, cancer and other chronic disorders, balance training and fall prevention, and musculoskeletal complaints including shoulder and back complaints. Successful participants will receive a certificate in 'Health and Clinical Applications of Qigong' from the Village of Healing and Wellness? (VHW), St. Catharines, ON. (20 contact hours)

**HP 685 Special Topics** (1)

**HP 689 Special Topics** (1)

**HP 689L Special Topics Lab** (2)

**HP 690 Special Topics** (1)

### HRM Human Resource Management

**GRADUATE CATALOG 2017-2018****D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU****HRM 635 Employee Rec, Sel, Train and Dev & 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: MBA-604.*

**HRM 636 Employee Benefits, Pension & Comp. (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: MBA-604.*

**HRM 637 Multinational Human Resource Mgmt (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: MBA-604.*

**HRM 638 Safety,health & 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: MBA-604.*

**HSA Health Services Administration****HSA 600 Theory Development (3)**

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

**HSA 605 Aging 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. *Prerequisite: HSA-615 HSA-616.*

**HSA 608 Research Methodology & 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. Course is only available to Long Term Care certificate students.

**HSA 610 Thesis Seminar (3)**

Students will identify a research topic of interest, delineate a research problem in and develop a thesis proposal. *Prerequisite: Complete 30 hours or coursework including HSA-608 and HSA-682. Permission of instructor is required to register for this course..*

**HSA 612 Culture in Healthcare (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.

**HSA 613 Management in Healthcare 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: HSM-101.*

**HSA 615 Health Systems Organization & 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.

**HSA 616 HR Mgt 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.

**HSA 621 Project Planning & Evaluation (3)****HSA 622 Project Seminar (3)****HSA 629 Thesis Advisement (0)**

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. *Prerequisite: HSA-610. Permission of the thesis chair is required before you can register for this course..*

**HSA 630 Continuing Project (1)**

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- HSA 648 Introduction to Health Care Finance (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 be in the Clinical Research Associate Certificate program.*
- HSA 649 Applications of Health Care Finance (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.*
- HSA 652 Healthcare Economics & Public Policy Making (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 policy making 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. *Prerequisite: HSA-615.*
- HSA 653 Legal & Ethical Issues in HCO (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.*
- HSA 656 Introducing Drugs Into Human Population (3)**
- 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.*
- 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.
- 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: HSA-648.*
- 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.*
- HSA 670 Hlt Serv Consult (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. *Prerequisite: HSA-648 HSA-652 HSA-653.*
- HSA 671 Info 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. *Prerequisite: HSA-615.*

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- HSA 672 HSA 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 field work 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-608 HSA-615 HSA-616 HSA-648 HSA-649.*
- HSA 679 Special Topics (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.
- 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. *Prerequisite: HSA-608 and statistics requisite fulfilled.*
- HSA 705 Communication Through Leadership (3)**
- HSA 999 HSA Transfer Elective (3)**  
Course transfers in as a HSA core elective.
- IB International Business**
- 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.
- IB 503 International Econ Finance & 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.
- IB 505 International Negotiation & Comm. Communications (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.
- IB 506 International Management (3)**  
The course covers various areas of knowledge, theories and applications of organizational behavior and human resource management in the global arena. Topics include leadership and organizational styles in different cultures, motivational techniques, managing human resources and cross-cultural training, preparing expatriates for foreign deployment, compensation and related problems in international business, and country-specific factors affecting foreign placement of company personnel.
- IB 602 Multinational Corporate Finance (3)**  
This course emphasizes the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions. *Prerequisite: IB-503.*
- IB 604 International Marketing & Research (3)**  
This course is a study of how international business variables affect the marketing process. Emphasis is placed on the mechanics and strategies of international marketing, including export and non-export entry modes. The course focuses on product, pricing, promotion and distribution decisions in a global marketplace. *Prerequisite: IB-505.*
- IB 605 Legal Environment in International Bus (3)**  
The course investigates international trade organizations, conferences, treaties, export regulations, antitrust laws, securities regulations in the international environment, the Foreign Corrupt Practices Act, laws that provide protection against unfair competition from foreign goods, and laws that provide economic relief to those affected by import competition. *Prerequisite: IB-503.*
- IB 607 International Transportation & Logistics (3)**  
This course examines the escalating importance of international logistics and transportation in world commerce. It emphasizes the importance of increasingly complex global supply-chain and product distribution management. Transportation and logistics issues such as export management and documentation, distribution and traffic management are also discussed. *Prerequisite: IB-503.*
- 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. *Prerequisite: IB-602 IB-604.*

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### **IB 610 International Financial Reporting (3)**

This course is a study of the accounting aspects of international business. Topics include comparative international accounting systems, practices, reporting and taxation. This course also includes a discussion of the need for and uses of relevant accounting information by managers for planning, forecasting, budgeting and decision making in a global competitive business environment. *Prerequisite: IB-602.*

### **IB 612 International Bus Elective (3)**

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

### **IB 620 International Business Fieldwork (3)**

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.

### **IB 621 International Business Project Seminar I (3)**

This course will provide the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study or an applied project of equivalent scholarly rigor in the field of international business. The course perspective is the utilization of theory to frame research questions for applied research problems in international business. The review and critical analysis of components of applied research designs prepare the student to be a producer and consumer of research as a manager. Students will work closely with the instructor to investigate, formulate and describe, in the proper format, a research study or project. *Prerequisite: GRA-600 or GRA-601.*

### **IB 622 International Business Project Seminar (3)**

This course prepares the international business student to complete a graduate research project. Current research is examined to identify appropriate areas of inquiry for students entering the international business field. *Prerequisite: GRA 621.*

### **IB 630 International Fieldwork II (3)**

This course is a continuation of IB 620. *Prerequisite: IB-620.*

### **IB 689 Special Topics Study Abroad (3)**

#### **MBA Master of Business Admin**

### **MBA 501 Business Methods 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.

### **MBA 601 Operations Manement (3)**

The course is a study of decision making as a managerial function. It relates models of decision making to their effectiveness in changing situations. Emphasis is placed on the planning and control in the context of decision-making strategies.

### **MBA 602 Theories of Economics (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.

### **MBA 603 Financial & 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.

### **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.

### **MBA 606 Operations Management (3)**

This course focuses on the strategic implementation of operations management tools and techniques to guide decisions related to the process of converting resources into products or services. Decision making and planning to improve core operational capabilities including design and management of operations based on the tools and techniques of operations management are addressed.

### **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.

### **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.

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### **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.

### **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: MBA-603.*

### **MBA 623 Special Topics in Business 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: MBA-501.*

### **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.

### **MBA 655 Strategic Management (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.

### **MBA 679 Advanced Statistics (3)**

### **MBA 999 MBA Transfer Elective (3)**

Course transfers in as a MBA elective.

#### MKT Marketing

### **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: MBA-615.*

### **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: MBA-615.*

### **MKT 633 Marketing Promotion & 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: MBA-615.*

### **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: MBA-615.*

#### NTR Nutrition and Health

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### **NTR 610 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.

### **NTR 611 Life Cycle Nutrition (3)**

This three credit course will examine nutritional needs and issues throughout the life span 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: NTR-610.*

### **NTR 612 Nutrition & Disease (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.  
*Prerequisite: CHR-611.*

### **NUR Nursing**

### **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/Co-requisite:* undergraduate statistics course and student must be enrolled in a graduate program or have the permission of the instructor.

### **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/Co-requisite:* undergraduate statistics course and student must be enrolled in a graduate program or have the permission of the instructor.

### **NUR 610 Project Seminar Design & Proposal (3)**

Critical discussion of current nursing practice, nursing education or nursing administration challenges or other needs of the profession, as related to gaps representing project opportunities. Students will identify and delineate a project concept, with subsequent development of the project. *Prerequisite: NUR-600 NUR-601.*

### **NUR 611 APN Role Transit Policy Sem (2)**

This course prepares advanced practice nursing students with the theoretical knowledge required to be successful members of contemporary health care delivery systems. Students will gain a broad perspective of how local, state and federal policies along with regulatory statutes impact their ability to provide patient care. Students will become familiar with legal and ethical aspects of advanced practice delivery, licensure, certification, liability and malpractice, health care funding models and legislative mandates that influence practice.

### **NUR 613 Nursing Leadership and Communication (3)**

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 (3)**

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.

### **NUR 617 Teaching Strategies & Instructional Tech (3)**

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.*



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### **NUR 618 Nurse Educator Role Practicum (3)**

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/healthcare facilities teaching. A total of 150 hours is required. *Prerequisite: NUR-616 NUR-617.*

### **NUR 619 Nurse Educator Capstone (3)**

The Clinical capstone project will focus on the didactic specialty chosen by the student (Adult, Women's health, pediatrics, psych-mental health, or population/community health). Application of education nursing theory, core competencies, and education outcomes are emphasized.

### **NUR 621 Healthcare Quality and Safety (2)**

Healthcare quality has been shown to be a very powerful tool to assist healthcare organizations to be more effective but also to support the safe delivery of services while improving patient outcomes. This course will focus on the healthcare quality and safety standards applied to both inpatient and outpatient settings across health care organizations. Healthcare quality and safety standards impact patient outcomes and often financial reimbursement.

### **NUR 626 Nursing Informatics (2)**

Health care continues to evolve in an increasingly competitive information market. Nursing Informatics is a combination of information from nursing, concepts from computer sciences, cognitive science, information science, and nursing science. This course focuses on nursing informatics and the foundation of the knowledge model. *Prerequisite: NUR-613.*

### **NUR 627 Assessment and Evaluation (2)**

The ultimate goal of nursing education is to prepare the student to think critically, communicate accurately, and prepare the student for life-long learning. This course looks at student assessment, test blue prints, student outcomes, and student evaluations in relation to critical thinking of a student.

### **NUR 629 Project Advisement: Implement and Evaluation (1)**

This course provides continuing systematic development of a clinically-based project that addresses a problem important to nursing. The problem may be related to health policy, health education, health administration, community-based initiatives or patient-population problems. During this course, the student will meet with their project director to complete the design, and implement and evaluate his or her project according to School of Nursing guidelines. *Prerequisite: NUR-610.*

### **NUR 631 Advanced Health Assessment (3)**

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. *Corequisite: NUR-631L.*

### **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. *Corequisite: NUR-631.*

### **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.

### **NUR 633 Advanced Physiology & 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.

### **NUR 634 Health Promotion-Children & 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 638 the following semester. *Prerequisite: NUR-631 NUR-631L. Corequisite: NUR-632 NUR-633.*

### **NUR 635 Health Promotion-Women (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. Students must plan to take NUR-639 in the following semester. *Prerequisite: NUR-631 NUR-631L. Corequisite: NUR-632 NUR-633.*

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- NUR 637 Health Promotion Adults Aging Population (3)**  
This course was developed for the family N.P. student preparing to work with adults. It provides the theoretical background necessary to make sound clinical decisions. The role of the N.P. in health promotion and treatment of health problems will be stressed Nursing care of adults from a wide variety of ethnic backgrounds will be explored. The special needs of aging clients will also be stressed. Students must plan to take NUR 640S in the following semester. *Prerequisite:* NUR-631 NUR-631L. *Corequisite:* NUR-632 NUR-633.
- NUR 638 Fnp Practicum in Pediatrics 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. *Prerequisite:* NUR-631 NUR-631L NUR-632 NUR-633 NUR-634.
- NUR 639 FNP Practicum-Women 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. *Prerequisite:* NUR-631 NUR-631L NUR-632 NUR-633 NUR-635.
- NUR 640 Clinical Practicum in Adult Health I (1)**  
Advanced practice nursing students will complete a minimum of 60 hours of guided clinical experience with adult patients. Client assessment and management skills will be stressed. Health promotion for all populations will be accomplished through direct care, patient education and collaboration with other health professionals. *Prerequisite:* NUR-631 NUR-631L NUR-632 NUR-633 NUR-637.
- NUR 641 Clinical Practicum in Adult Health II (4)**  
Advanced practice nursing students will complete a minimum of 240 hours of guided clinical experience with adult patients. Client assessment and management skills of patients with increasingly complex disorders will be stressed. Health promotion for all populations will be accomplished through direct care, patient education and collaboration with other health professionals. *Prerequisite:* NUR-631 NUR-631L NUR-632 NUR-633 NUR-637 NUR-640.
- NUR 650 Nursing & Organizational Leadership (3)**  
Nursing and organizational leadership are critical to the promotion of high quality and safe patient care. We are in a new world of health care and business as usual in the norm. Understanding nursing and organizational leadership is essential. Change,innovation,and infusion of evidence based practice also contribute to greater efficacy and efficacy in leading. The health of the patient and families entrusted in our care depends on effective leaders and the strive for excellence. *Prerequisite:* NUR-613.
- NUR 651 Hlth Policy & Advocacy for Nurse Leaders (2)**  
The healthcare environment is changing every day and it is influenced by technological, economic, political, and socio cultural factors locally and globally. Health care in the United States encompasses a wide spectrum, ranging from the highest-quality, most compassionate treatment of those with complex illnesses, to the turning away of the very ill because of lack of an ability to pay. Nurse leaders have the knowledge and skills to promote health and advance values like social justice through policy processes and advocacy.
- NUR 652 Population Health & Outcomes (2)**  
This course will introduce students to the impact that health systems, political agendas, economic policies, environmental regulations and regulatory mandates have on individual measures of health. Students will use publicly available databases and tools to investigate specific health outcomes such as the leading causes of death,disability and the burden of chronic disease. International travel, global warming, the impact of infectious disease and how immigration policies impact the health of Americans will be determined.
- NUR 654 Continuing FNP Clinical Practicum Pediatrics (1)**  
Family nurse practitioner students are expected to complete 200 hours of clinical practice during the NUR-638 pediatric health rotation. Students, who do not complete this clinical practice hour requirement, must register for NUR-654. NUR-654 provides students with the opportunity to maintain clinical site placement and satisfy program clinical hour requirements. This course provides continuing registration and clinical faculty oversight and guidance to achieve the clinical course requirements.
- NUR 655 Continuing Practicum Fnp Womens Health Practicum, Women's Health (1)**  
Family nurse practitioner students are expected to complete 200 hours of clinical practice during the NUR-639 women's health rotation. Students, who do not complete this clinical practice hour requirement, must register for NUR-655. NUR-655 provides students with the opportunity to maintain clinical site placement and satisfy program clinical hour requirements. This course provides continuing registration and clinical faculty oversight and guidance to achieve the clinical course requirements. *Prerequisite:* Nur-635 Nur-639.
- NUR 657 Continuing FNP Clinical Practicum Adult Adult (1)**  
Family nurse practitioner students are expected to complete 300 hours of clinical practice during the NUR-640 adult health rotation. Students, who do not complete this clinical practice hour requirement, must register for NUR-657. NUR-657 provides students with the opportunity to maintain clinical site placement and satisfy program clinical hour requirements. This course provides continuing registration and clinical faculty oversight and guidance to achieve the clinical course requirements. *Prerequisite:* Nur-637 Nur-640CL Nur-640S.

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### **NUR 672 Advanced Psychopharmacology (1)**

This course provides the advance practice nurse, including the Psychiatric Mental Health Nurse Practitioner (PMHNP) student with content covering psychopharmacologic therapeutic mechanisms. Content includes all classifications of psychotropic medications as well as some adjuvant medications commonly used for treating some mental disorders. Also included is information on neurotransmission and how disruptions in neurotransmitter systems are related to symptoms associated with mood, anxiety and psychotic disorders. The role of the PMHNP as a provider with prescriptive privileges in the management of psychiatric mental health problems is viewed as concomitant with the provision of other therapies including psychotherapeutic interventions.

### **NUR 673 Advanced Psychopathophysiology (1)**

This course provides an in-depth study of the physiology of the brain and pathological processes associated with various mental disorders. Advance practice nurses working in psych-mental health settings will benefit from a broad understanding of neural functioning including structural defects, neurotransmitter dysfunction and associative processes. Evidence-based information on neurogenesis and psychoneuroimmunology including the relationship between these processes and environmental influences are examined as a means of improving outcomes for patients experiencing mental health problems. Additionally, treatment approaches that include combined pharmacologic and non-pharmacologic approaches as well as alternative/complementary approaches are examined.

### **NUR 679 Independent Study (0)**

### **NUR 681 Clinical Procedure Adv Nurs Practice (1)**

This elective course prepares the graduate nursing student for clinical practice settings. The volume and complexity of health care environments demand that nurse practitioner students be prepared to perform common procedures conducted in outpatient settings. This lab will provide an opportunity for expert faculty to demonstrate common outpatient procedures and for students to re-demonstrate and practice these techniques. Entry level mastery of procedural skills will enhance student's competence in clinical settings.

### **NUR 682 Adv Diag Reasoning Seminar for APRNs (1)**

This elective course provides advanced practice nursing students with an intensive, case-based approach that builds upon the introductory reasoning skills the student acquired in NUR-631 and NUR 631L. The advanced practice role requires students to become skilled in formulating accurate differential diagnoses within narrow time constraints and this course provides an opportunity for supplemental practice. Concepts related to clinical algorithms and evidence based practice will be presented using representative case studies and simulation models. Development of critical thinking skills will enhance clinical decision making for entry level to practice.

### **NUR 701 Health Literacy & Population Health Outcomes (3)**

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 & IT Healthcare Delivery (4)**

This course examines the use of evidence based practice (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 Nurse Leaders (2)**

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 Aging Population (3)**

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 Advanced Nursing Practice Seminar (3)**

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.

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- NUR 706 Co-MGT for Medical Disorders for APN's** (1)  
 This course was developed for advanced practice nursing students preparing to work families, some of whom may be experiencing mental health crises. The course provides the theoretical background necessary to make sound treatment decisions when patients have comorbid acute or chronic health problems. Advanced practice nurses must be prepared to provide access to comprehensive care across the lifespan for persons with co-existing mental and medical illness. Health promotion strategies and evidence-based clinical guidelines will be stressed in order to improve outcomes for persons with dual diagnoses. The role of culture and the influence of socioeconomic status are explored in relation to patients' achieving optimum health outcomes.
- NUR 707 Foundations of PMH for APRNs I** (3)  
 This is the first of two courses in the curriculum designed to prepare the Psychiatric Mental Health Nurse Practitioner (PMHNP) student for practice. This course provides the foundation required in order to assess and intervene therapeutically for individuals experiencing mental health problems or disorders across the lifespan. Issues related to treatment, including interpersonal and cognitive-behavioral and psychoanalytic approaches are examined within the context of the present day mental healthcare climate and common environmental stressors. Theoretical and conceptual explanations of most DSM 5 disorders are presented while the importance of balancing the therapeutic relationship with evidence based practice is emphasized. The increased prevalence of comorbid conditions and its implications for treatment are examined and considered as rationale for embracing an integrated model of primary care and behavioral health care.
- NUR 708 Foundations of PMH for APRNs II** (3)  
 This is the second of two courses in the curriculum designed to prepare the Psychiatric Mental Health Nurse Practitioner (PMHNP) student for practice. This course is designed to help the PMHNP student develop a deeper understanding of mental health and illness as well as a broader contextual perspective and builds upon knowledge of interpersonal, cognitive-behavioral and psychoanalytic approaches used in Behavioral Health. Additionally, an emphasis on the interrelationship between internal and external factors that influence personality development and personality pathology is presented through an analysis of developmental and psychoanalytic theories. Environmental influences and personality structure are also examined in the context of the development of addictive disorders. A systems perspective is employed in applying principles of family and group therapeutic modalities to selected populations. These may apply to specific age groups or disorders, including but not limited to groups or families of veterans or those dealing with addiction. A lifespan perspective is maintained with the addition of content of child/adolescent and elderly populations. *Prerequisite: NUR-631 NUR-631L NUR-632 NUR-633.*
- NUR 709 Advance Practice Role for Doctoral Nursing Leaders** (3)  
 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 Translational Capstone: I Identify Project** (2)  
 This initial capstone residency experience is designed to provide the student with an intensive immersion opportunity in which they apply their foundational preparation and identify a focus for their capstone project. The student will select a mentor to work with who is an expert in their field of interest and associated with a community site or organization. During the residency, a problem that is amenable to an evidence-based solution will be identified within the clinical site.
- NUR 712 Translational Capstone II: Design And Pilot Project** (2)  
 The student will work with a mentor and project chair to design and pilot the translation project in Capstone II. The project committee, which is mutually agreed upon by the student and advisor, will be providing feedback and critique during this process. The project chair and second committee member will be responsible for communicating with the mentor when needed to enhance the design of the project. The student will develop a theoretically and evidence-based program to address the problem identified in Capstone I. The student will be responsible for presenting the proposed design in writing and defending orally to committee members.
- NUR 713 Translational Capstone III Implement and Evaluation** (3)  
 In Capstone III, the student will work with a mentor to actualize the problem defined in Capstone I and designed in Capstone II. This experience allows the student to translate evidence-based findings into practice, to evaluate program development projects, and to participate in collaborative, inter-professional approaches to health care problems. The student will implement and evaluate a theoretically and evidence-based approach to address the identified problem. The student will be responsible for completing the project, presenting it in writing and defending orally to their committee.
- NUR 714 Clin Practicum in Comm-Based Family Care** (2)  
 This course was developed to provide an opportunity for advanced practice nursing students to work in a primary health setting with patients across the lifespan. Students will complete 120 hours of guided clinical experience with specific focus on client assessment and management skills, Health promotion will be accomplished through patient education and collaboration with other health professionals.

**GRADUATE CATALOG 2017-2018****D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU****NUR 715 Psy Mental Health Clinical Practicum I (3)**

This course provides the Psychiatric Mental Nurse Practitioner (PMHNP) student with an opportunity for implementation of skills consistent with the provision of care to individuals experiencing mental health problems, including assessment, diagnosis and therapeutic interventions. Psychotherapy modalities including interpersonal cognitive-behavioral and psychoanalytic approaches are implemented and where appropriate, psychopharmacological treatment is provided based upon assessment data. Students will be required to complete 180 clinical hours during this rotation. *Prerequisite: NUR-631 NUR-631L NUR-632 NUR-633 NUR-672 NUR-673 NUR-707.*

**NUR 716 Psy Mental Health Clinical Practicum II (4)**

This course provides the Psychiatric Mental Nurse Practitioner (PMHNP) student with an opportunity for implementation of skills necessary to intervene therapeutically for families and groups. Theoretical application of family and group therapies including interpersonal, cognitive-behavioral and psychoanalytic modalities is emphasized when working with selected populations. Promotion of wellness and interventions for family or group systems experiencing dysfunction are included in the provision care. Students will be required to complete 240 clinical hours during this rotation. *Prerequisite: NUR-631 NUR-631L NUR-632 NUR-633 NUR-672 NUR-673 NUR-708.*

**NUR 800 Continuing Clinical Practicum Residency (1)**

This continuing clinical practicum residency course is designed for the advanced practice nurse who requires additional clinical hours to meet the minimum total of 1000 hours of practice for DNPs. Students who are placed in patient care areas will complete clinical logs to document that experience. The total number of additional hours to be completed will be determined by the DNP program director after assessing all previous transcripts and coursework; the result of this assessment will be communicated in writing to the student. The student works with a clinical faculty member who has the academic preparation and experiential background to oversee this course. The site and setting for this experience will be individualized based on student need.

**NUR 900 Continuing Capstone Project Advisement (1)**

This continuing advisement course is for DNP students who have identified, designed, piloted and begun to implement their capstone project but require additional time to complete or evaluate the project. Students may experience delays related to organizational or mentor changes and need a mechanism for continuing registration in order to achieve the course outcomes. The student continues to work with a community mentor and under the guidance of his or her capstone chair until the project has concluded.

**OT Occupational Therapy****OT 501 Ot Process & 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 occupational therapist in society are covered. An introduction to the roles of occupational therapy personnel and how, as professionals, the code of ethics and professional credentials relate to practice, is presented. Students will be introduced to the theory, philosophy, and research that guide practice. Current and potential environments for OT practice will be discussed.

**OT 506 Occupational Development I (4)**

This course consists of a study of normal occupational, neuromuscular, motor, sensory, perceptual, cognitive and psychosocial development from prenatal through adolescence. It includes analysis of occupation as a facilitator and marker of human development. An in-depth exploration of the occupational therapy practice framework, domain and process is provided. The lab includes observation of developmental markers and task analysis of developmentally appropriate occupations.

**OT 506L Occup Dev I Lab (0)****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.

**OT 510 Medical & Social Condition 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.

**OT 512 Occupational Development II (4)**

This course includes a study of normal occupational, physical, cognitive, psychosocial and neuromuscular development from young adulthood to senescence. It emphasizes occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. The lab includes analysis of developmentally appropriate occupations, application of teaching learning principles, and general safety and wellness promoting behaviors. [3 hour lecture, 2 hour lab]. *Prerequisite: OT-506.*

**OT 512L Occupation Devel II Lab (0)**

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- OT 513 Psychosocial Level I Fieldwork** (1)  
 This course is a Level I fieldwork experience that is intergral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. It is a part-time experience consisting of a minimum of 25 hours, which will take place in a setting that serves one or more of the various needs of individuals and requires a focus on psychological and social factors that influence engagement in occupation for individuals across the lifespan. *Prerequisite: OT-514 OT-521.*
- OT 514 Interpersonal Skills** (2)  
 This course is a study of selected interpersonal communication theories and skills that are the foundation of effective professional relationships and therapeutic use of self. It includes discussion, skill building and role playing with critiquing. [1 hour lecture, 2 hour lab].
- OT 514L Interpers Skills Lab** (0)
- OT 515 OT Delivery System** (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].
- 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].
- OT 517L Group Process Lab** (0)
- OT 519 Functional Anatomy** (5)  
 This course includes a study of human anatomy with emphasis on the musculoskeletal and nervous systems. It integrates human anatomy with analysis of movement including measurement of action, movement within a task and biomechanics. The course includes lab and lecture. The lab includes gross anatomy prosections, CD-ROM, recitation and experiential kinesiology. [3 hour lecture, 4 hour lab]. *Corequisite: OT-519LF and OT-519LG.*
- OT 519LF Functional Anatomy Lab** (0)  
*Corequisite: OT-519.*
- OT 519LG Funtcional Gross Anatomy Lab** (0)  
*Corequisite: OT-519.*
- OT 520 Neuroscience for Rehabilitation** (5)  
 This course is a study of the anatomy and physiology of the nervous system, neurological factors underlying dysfunction and occupational therapy approaches to treatment. It integrates neuroanatomy and physiology with movement, sensation, cognition, perception and psychological function. Selected practice models addressing psychosocial, pediatric and adult physical disabilities will be studied. Course includes lecture and lab. Lab and recitation include neuroanatomy models, neurophysiology CD-ROM, recitation, guided practice on selected therapy techniques and treatment planning based on case studies. [4 hour lecture, 3 hour lab, 1 hour recitation].
- OT 520L Clinical Neuro Lab** (0)
- OT 520LG Neuroscience Lab** (0)
- 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].
- OT 523 Ped & Adol Level I Fieldwork** (1)  
*Prerequisite: OT-501 OT-509 OT-510 OT-514 OT-512 OT-520.*  
*Corequisite: OT-525 OT-527.*
- 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].
- OT 525 Ot 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 OT-520.*
- OT 527 OT Methods of Eval. & Doc. 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]. *Prerequisite: OT-501 OT-509 OT-510 OT-512 OT-514.* *Corequisite: OT-525.*
- OT 527L OT Methods of Eval. & Doc. Lab** (0)
- OT 529L Child & Adol. Interv. Lab** (0)

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- OT 529 Child & 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]. *Corequisite: OT-501 OT-509 OT-510 OT-512 OT-520 OT-525 OT-527.*
- OT 529C Child & Adol Interv** (0)
- OT 530 Adult/Geri Level I Fieldwork** (1)  
*Prerequisite: OT-529. Corequisite: OT-633 OT-634 OT-635.*
- OT 602 Research Methods in Occupational Therapy** (3)  
This course will assist the student in developing an understanding of the research process. Emphasis will be placed on the occupational therapist as a producer and consumer of research. Students will undertake a conceptual review of research designs and methods relevant to the profession. [3 hour seminar]. *Prerequisite: College level applied statistics course..*
- OT 605 Clinical Field Work III** (0)
- OT 610 Research Development - Thesis** (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 Ot-602.*
- OT 612 Research Development - Project** (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 Ot-602.*
- OT 621 Project Seminar I** (3)
- OT 622 Project Seminar II** (3)
- OT 629 Research Advisement** (3)  
Provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. Completion of a thesis or project according to the guidelines in the D'Youville College graduate handbook. Students must register for their research director's section. *Prerequisite: OT-610 or OT-612.*
- OT 630 Continued Research Advisement** (1)  
Provides continued faculty guidance to complete either the thesis or research project. Students must register for their research director's section. *Prerequisite: Ot-629.*
- OT 632 Fieldwork Seminar II** (0)  
This seminar is designed to prepare students for fieldwork experiences and responsibilities. Personal and professional behaviors required on fieldwork are discussed. Strategies for success in fieldwork are offered, and preparation/ arrangements for fieldwork will be finalized. [1 hour per week]. *Prerequisite: OT-521.*
- OT 633 Evaluation & 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 633L Eval & Doc II Lab** (0)
- 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]. *Prerequisite: OT-520. Corequisite: OT-633 OT-635.*
- OT 634L Adult Ger Intervention Lab** (0)
- OT 634C Level I Fieldwork** (0)
- OT 635 OT Process & Theory 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-425 or OT-525.*
- OT 640 OT Clinical Fieldwork I** (4)  
This course allows an in-depth Level I fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. Level I fieldwork can take place in a variety of traditional or emerging practice areas that are consistent with curriculum design and in which supervision will be provided by a currently licensed or credentialed OT, who may or may not be on-site. Each Level I fieldwork course is generally a full-time experience but options can vary from one placement to four, and in some instances be part-time. *Prerequisite: 5 year BS/MS OT students take OT-215 OT-427 OT-429 OT-432 OT-433 OT-434 OT-635 Stand alone MS OT students take OT-515 OT-527 OT-529 OT-632 OT-633 OT-634 OT-635.*

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### OT 641 OT 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. *Prerequisite: 5 year BS/MS OT students take OT-215 OT-427 OT-429 OT-432 OT-433 OT-434 OT-635 Standalone MS OT students take OT-515 OT-527 OT-529 OT-632 OT-633 OT-634 OT-635.*

### OT 644 Management of OT Services I (1)

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. (1 hours Internet activities per week)

### OT 645 Management of OT Services II (2)

This course is a continuation of 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 hours Internet activities per week)

### OT 679 Special Topics (1)

### OT 689 Professional Issues (2)

This course involves critical analysis of current professional issues specific to the delivery of services provided by occupational therapists functioning in a variety of systems and roles. Regulatory agencies, legal concerns, reimbursement, specialization, grantsmanship, validation of theory, and development of philosophy are included as important issues. [2 hour seminar]. *Prerequisite: OT-640.*

### OT 690 Community Practice (2)

An advanced practicum in a community-or education-based setting, for the purpose of exploring new, nontraditional, 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.*

### OT 693 Research Project Development (3)

This course guides students through the process for development of the Critically Appraised Topic (CAT) Research Project. Students will develop a clinical question, then use a systematic review process to identify relevant research literature, perform a critical appraisal and synthesis of the best available evidence to develop and publically present their CAT research. *Prerequisite: OT-524, OT-602.*

### PA Physician Assistant

### PA 500 Professional Issues (1)

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

### PA 501 Elective Clinical Rotation I (3)

Elective Clinical Rotation 1 offers an opportunity for physician assistant students to explore subspecialty area of medicine not covered in the current curriculum, spend more clinical time in primary care, or work with a physician that has been identified as a potential employer. Open to physician assistant students only.

### PA 502 Elective Clinical Rotation II (3)

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

### PA 503 Primary Medicine Core Practicum (6)

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

### PA 504 Graduate Seminar I (1)

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

### PA 505 Graduate Seminar II (1)

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



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### PA 509 Neuroanatomy (3)

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

### PA 511 Medical Microbiology (3)

Medical micro-modification will emphasize diagnosis, disease progression and therapeutics in patients with infectious diseases. Building upon the clinical experiences of the PA student during their clinical rotation, this course will focus on recognizing specific infectious diseases and their causative organisms. The student will be expected to develop and understanding of disease progression as it relates to the pathophysiology of infection and treatment with this context in mind, the course will develop the skills of the PA student to render a differential diagnosis, formulate a diagnostic workup and recommend appropriate treatment for the disease state.

### PA 512 Alternative Medicine (3)

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

### PA 603 Applied Research Methods (3)

This course will introduce the graduate-level PA student to concepts of critical thinking related to scientific research. The course will emphasize the rigors involved in completing the research project required as part of the master's degree portion of the PA degree. In this course, the student will be introduced to quantitative, qualitative and survey methods of research, students will be instructed on critical review of the medical literature from peer-reviewed journals. A review of creative writing and concepts in performing literature searches is provided. The framework for completion of the subsequent phases of the research project (Applied Project Seminar I & II) will be introduced during Research Methods. Finally, the PA student will choose their research topic.

### PA 604 Applied Project Seminar I (3)

During this course, the student completes the first phase of the research project: the research proposal. The PA student is guided through the sequence of developing the research project, completing an outline of objectives for the project and creating a clear vision of the importance of the original project. During the second phase of the course, the student completes a literature review applicable to the research topic. The third phase involves developing the materials and methods and then applying for approval of the project through the Institutional Review Board (IRB) at D'Youville. The PA student can then proceed to completion of the project in Applied Project Seminar II (APSII).

### PA 605 Applied Project Seminar II (3)

During this course the PA graduate student will complete their research project. During the last six months of their training, the PA student will collect data or complete surveys based upon the research method pertaining to their project. The student is guided at interpretation of the data, presentation of the data in the results and conclusions from the data. The student then defends their project with a poster presentation at the end of their training.

### PA 606 Medical Epidemiology (3)

This online course will explore how the study of epidemiology is applied to the discipline of medicine. The course will review general definitions of epidemiology, disease transmission, measures of outcome of disease (morbidity and mortality) and screening methods to measure disease. In addition, the study of preventative and the therapeutic intervention, through randomized trials, will be explored. The second phase of the course will review study design (i.e., case control) and how it is applied to identify cause for disease states. The final phase of the course will review how genetic and environmental factors influence diseases and how molecular biology plays a role in medical epidemiology.

### PHI Philosophy

#### PHI 600 Philosophical Methods (3)

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

#### 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.

### PMD Pharmacy

#### 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.

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- PMD 603 Anatomy Physiology 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 Pathophysiology II** (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 Prof of Pharmacy & Health Care Systems** (3)  
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 Hlth Comm Diversity & Bioethics Communications/ Diversity/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 Prof Dev of Student Pharmacist I** (2)  
This is the first in a six-term sequence of courses that augments and enhances student learning throughout the didactic curriculum. In this first course, students will be introduced to the profession of pharmacy including the evolution of practice from a dispensing to a pharmaceutical care model. Through team-based learning students will systematically analyze patient cases using scientific and clinical reasoning. They will utilize sources of professional knowledge, strategies for accessing drug information and literature, and quantitative and qualitative data to support decision making. To help students (and faculty) assess their progress in achieving curricular and professional goals, they will create a professional e-portfolio that will help them manage various types of evidence that reflect their learning and growth.
- PMD 612 Prof Dev of Student Pharmacist 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** (1)  
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** (1)  
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 617 P1 IPPE Community** (2)
- PMD 618 Community IPPE** (2)
- PMD 619 P1 IPPE Institutional** (1)
- PMD 620 Hospital IPPE** (1)

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- PMD 621 Professional Development & Skills Assessment (0)**
- PMD 622 Professional Development (0)**
- PMD 624 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 626 Introductory Pharmacy Calculations (1)**  
This course reviews basic math skills necessary for solving pharmaceutical calculation problems and accurate weighing and measurement of pharmaceutical ingredients. Specific calculations involved in individual dosage forms will be covered as well as the application to hospital and community pharmacy.
- PMD 657 Service Learning (0)**  
This course provides time for students and their faculty mentors to work together to assist students in developing a professional attitude and identity, clinical skills and the knowledge needed to begin practicing as a student pharmacist intern. To aid students in development this course will provide instruction on their professional portfolio, the educational outcomes expected of graduates of the doctor of pharmacy program, fundamental principles of law needed to practice as a pharmacy intern, and the importance of reflective thinking and writing.
- PMD 658 Service Learning (0)**  
This course provides time for students and their faculty mentors to work together to assist students in developing a professional attitude and identity, clinical skills and the knowledge needed to begin practicing as a student pharmacist intern. To aid students in development this course will provide instruction on their professional portfolio, the educational outcomes expected of graduates of the doctor of pharmacy program, fundamental principles of law needed to practice as a pharmacy intern, and the importance of reflective thinking and writing.
- PMD 689 Special Topics (1)**
- PMD 701 Principles of Drug Action III (2)**  
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 & 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 (4)**  
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 708 Evidence-Based Medicine I (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).

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- PMD 709 Integrated Compounding & Practice** (3)  
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 711 Prof Dev of Student Pharmacist 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 Professional Development of a Student Pharmacist** (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 713 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 714 Pharmacy Management** (3)  
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 717 P2 IPPE Community** (2)
- PMD 718 Community IPPE** (2)
- PMD 719 P2 IPPE Institutional** (1)
- PMD 720 Hospital IPPE** (1)
- PMD 721 Professional Development & Skills Assessment** (0)
- PMD 722 Professional Development** (0)
- PMD 757 Service Learning** (0)  
This course provides time for students and their faculty mentors to work together to assist students in developing a professional attitude and identity, clinical skills and the knowledge needed to begin practicing as a student pharmacist intern. To aid students in development this course will provide instruction on their professional portfolio, the educational outcomes expected of graduates of the doctor of pharmacy program, fundamental principles of law needed to practice as a pharmacy intern, and the importance of reflective thinking and writing.
- PMD 758 Service Learning** (0)  
This course provides time for students and their faculty mentors to work together to assist students in developing a professional attitude and identity, clinical skills and the knowledge needed to begin practicing as a student pharmacist intern. To aid students in development this course will provide instruction on their professional portfolio, the educational outcomes expected of graduates of the doctor of pharmacy program, fundamental principles of law needed to practice as a pharmacy intern, and the importance of reflective thinking and writing.
- PMD 801 U.S. and N.Y.S. 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 Infectious Disease 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** (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.

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- PMD 805 Pharm Gastrointestinal V I** (4)  
This course is the sixth in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of infectious diseases of the respiratory tract, skin, and soft tissue, tuberculosis, parasitic diseases, urinary tract infections, sexually transmitted diseases, sepsis, fungal infections, and human immunodeficiency virus infection.
- PMD 808 Pharmacotherapeutics VIII** (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 Prof Dev of Student Pharmacist IV** (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 Professional Development of a Student Pharmacist** (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 Evidence-Based Medicine II** (2)  
Students demonstrate effective communication and organizational skills by preparing, delivering, and evaluating professional seminars.
- PMD 814 Evidence-Based Medicine III** (2)  
Students demonstrate effective communication and organizational skills by preparing, delivering, and evaluating professional seminars.
- PMD 818 Advanced Therapeutics Elective** (2)  
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 819 Intro Residency Practice** (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 downfalls 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 820 Intro to Residency Practice** (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 downfalls 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.

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- PMD 823 Disease Prevention Through Lifestyle** (2)  
This elective course aims to complement the pharmacotherapeutics sequence of courses for those students interested in learning more about the non-pharmacologic options we recommend alongside pharmacotherapy for disease prevention/management. Many foods and activities exhibit a pharmacologic effect, even though they are not considered pharmacologic agents. Through our frequent interaction with the public in pharmacy settings, pharmacists are often asked about specific foods, supplements or physical activities and how they may help is disease modification and/or weight loss. This course will provide a balanced look at the advantages and disadvantages of the various options available to patients. Note: students will be asked to experiment with temporary changes in diet and physical activity and provide reflections on these experiences.
- PMD 824 Natural Product Therapeutics** (2)
- PMD 825 Emergency Response** (2)  
This course will 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 826 Geriatric Pharmacotherapy** (2)
- PMD 827 Independent Clinical Research** (2)  
This is part 1 of a 3 part elective series to provide a structured environment to allow students to complete a clinical research project with the supervision of a faculty member. Each part of the elective will have different objectives to keep the student on track with the ultimate goal of submitting an abstract or writing a paper by the end of the 3 part elective. A topic can be self-chosen or assigned. The focus of the Fall elective will entail conducting a literature review and creating a research proposal that will be submitted to the applicable institutional review board (IRB). It is not required for students to take the Spring elective or APPE elective if they do not wish to complete the research project after the Fall elective. However, this is a sequential series so a student must start with the Fall semester elective.
- PMD 828 Leadership in the Health Professions** (2)
- PMD 829 Spanish 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 830 Nuclear Pharmacy** (3)
- PMD 831 Ethics in Pharmacy Practice** (2)  
This elective course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional ethical responsibility. This course assists students to: distinguish ethical from other kinds of issues in professional practice, identify the ethically relevant features of a case, identify the ethical options open to a pharmacist faced with an ethical problem, provide justification for the best options, consider counter-arguments for one's position, practice the act of responding personally to an ethical problem in clinical practice through 1:1 interaction, and enhance commitment to promoting the dignity of others. Practicing pharmacists are called upon to resolve ethical conflicts; this is unavoidable. Whether dramatic or relatively trivial, the choices made are important. Also, as practice evolves toward increasing application of the principles and methods of pharmaceutical care acumen and skill in management of ethical issues is crucial.
- PMD 832 Basic Pharmaceutical Research II** (3)
- PMD 833 Integrated Compound & Practice** (2)  
Students will be assigned to assist faculty in the laboratory component of the integrated compounding and practice course (PMD 709). Students enrolled in this course are also expected to maintain confidentiality of grades, evaluations, and other course materials. At the end of the semester, the students' performance will be evaluated by the course coordinator. The time commitment would include the 3 hr. lab session, along with a separate recitation time to go over grading of previous work and prepare for the upcoming lab week.
- PMD 834 Independent Clinical Research** (2)
- PMD 836 Academic Practice in Patient Care Skills** (2)
- 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 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.

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### **PMD 839 Innovations in Community Pharm (2)**

The speaker series introduces students to a variety of community pharmacy practice opportunities, assists community-oriented students seeking career guidance, motivates students to take an active approach to career planning, and encourage students seeking post-graduate community or ambulatory pharmacy residencies. The course will expose P2 and P3 student to influential community pharmacy managers, pharmacists, and regulators who exhibit one or more of the following qualities: Excellence through diversity; leadership through advocacy; pharmacist-conscious management strategies; evolution of practice models; innovation in patient-centered care; protection of the profession; commitment to continuous quality improvement in medication safety and delivery of care; and dedication to the ongoing education and development of student pharmacist and recent graduates. Invited guest lecturers lend perspective about their relative roles in pharmacy practice, the impact of their pharmacy in their communities, and additional topics as related to their qualities as listed above. Guest lecturers present in pairs or triplets (i.e. pharmacy manager, staff pharmacist, and pharmacy resident) so students can witness the roles of each position, as well as learn the qualities and skills that each supervisor seeks in their subordinates during interviews for hire, annual reviews, and consideration for promotion.

### **PMD 840 Advanced Hospital Pharmacy Practice (2)**

### **PMD 841 Serving the Underserved (2)**

### **PMD 842 Advanced Motivational Interviewing (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 843 Serving the Underserved (1)**

### **PMD 844 Global Health in Pharmacy (2)**

Global Health in Pharmacy is a course that is designed to expose the pharmacy students to global health issues and differences between different global health systems. Additionally, students will learn about considerations in treating communicable and non-communicable diseases in low income countries, pharmacist roles/servant leadership opportunities in different countries, regulations regarding medication use, and acquisition outside of the USA, and opportunities that exist for pharmacists in global health. Some classes will be taught in an interdisciplinary setting with students from nursing and public health programs. In addition, students will be offered the opportunity to attend a trip to Buenos Aires, Argentina in the summer following the spring semester for an additional course credit.

### **PMD 845 Nuclear Pharmacy (3)**

This elective introduces students to the principles and practice of nuclear medicine and the role of the pharmacist.

### **PMD 846 Advances in Drug Discovery and Development (2)**

The goal of this course is to give the students in-depth understanding of the science and forces behind the discovery of novel drugs and treatment approaches. The lectures will cover all stages of the discovery and development process starting with the basic science, through the specific design of clinical trials and potential clinical applications. The lectures will be based on the analysis of primary literature in a case study format. Major breakthroughs and standard-of-care changing paradigms will be comprehensively discussed and analyzed. Student attendance and participation is a critical part of this course. Articles to be discussed during the class will be sent to the students prior to the class meeting session by a week.

### **PMD 847 Advocacy & Advanced Topics Women's Hlth (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 848 Critical Care Pharmacotherapeutics (2)**

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 849 P3 IPPE Practice (0)**

The P3 Practice IPPE Rotation provides the opportunity for the student to test knowledge and skills they acquired through classes and previous pharmacy practice experiences through application with a clinical pharmacist preceptor. Under the supervision of their preceptors, students will be introduced to communicating with patients, care givers, providers, and other health professionals as well as research methods and process.

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- PMD 850 Practice IPPE (1)**  
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-d, 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 851 P3 IPPE Long Term Care (1)**
- PMD 852 Long Term Care IPPE (1)**
- PMD 853 Compounding Bootcamp (1)**
- PMD 854 A Or B Compounding (1)**
- PMD 855 International Pharmacy (0)**
- PMD 856 International Pharmacy IPPE (0)**
- PMD 857 Service Learning (0)**  
This course provides time for students and their faculty mentors to work together to assist students in developing a professional attitude and identity, clinical skills and the knowledge needed to begin practicing as a student pharmacist intern. To aid students in development this course will provide instruction on their professional portfolio, the educational outcomes expected of graduates of the doctor of pharmacy program, fundamental principles of law needed to practice as a pharmacy intern, and the importance of reflective thinking and writing.
- PMD 858 Service Learning (1)**  
This course provides time for students and their faculty mentors to work together to assist students in developing a professional attitude and identity, clinical skills and the knowledge needed to begin practicing as a student pharmacist intern. To aid students in development this course will provide instruction on their professional portfolio, the educational outcomes expected of graduates of the doctor of pharmacy program, fundamental principles of law needed to practice as a pharmacy intern, and the importance of reflective thinking and writing.
- PMD 859 Professional Dvpmt and Skills Assessment (0)**
- PMD 860 Professional Development (0)**
- PMD 861 Elective US IPPE (0)**
- PMD 862 Advanced Compounding (2)**  
This course will focus on applied concepts in contemporary pharmaceutical compounding/product development and will have both laboratory and classroom components. The laboratory component will deal with extemporaneous compounding of dosage forms such as gels, troches, lollipops, lip balm etc that have not been covered in the basic compounding course. The classroom component will include guest lectures, in-class presentations / discussions on topics such as beyond-use dating of compounded preparations, quality control, compounding pharmacy management and the related area of pharmaceutical product development. This will prepare the pharmacy student to recognize the value and importance of compounded formulations as well as the distinction from manufacturing. Note: This course deals with material and concepts beyond the scope of the Part III compounding Exam as required by the New York State Board of Pharmacy and is not intended as a review course for the aforementioned licensing exam.
- PMD 863 Research Methods and Biostatistics (2)**  
The course will cover the foundations of healthcare research. These include: study design, sampling, measuring patients outcomes, in addition to data collection and processing in healthcare research. It will also cover the basic concepts in biostatistical analyses. The course will carry on the foundation created in the "Biostatistics and Literature Evaluation" Course, but will also offer a hands-on experience to students in data manipulation and data analysis that can be typically used in a healthcare setting.
- PMD 864 Current Topic in Drug Discovery & Development (2)**
- PMD 866 Pharmacy Internship (0)**  
The goal of this course is to expose the student to the complexity of US pharmacy practice and be able to identify key aspects and future directions of US pharmacy practice, this should assist them in the appreciation of the role of pharmacists as healthcare providers and advocates for improving the health of patients in their communities and across the US. Key competencies to be addressed include: US burden of disease, medication use management, social and economic health determinants, population resources and environment, pharmaceutical care in low resource settings, and contemporary pharmacy practice.
- PMD 867 Advanced Self-Care (2)**  
This course will provide the opportunity to learn more about the role of the pharmacist in the management of self-limiting illnesses as well as preventative and adjunctive self-care. There will be a focus on the most commonly encountered self-care topics in practice and the evaluation, recommendation, assessment and monitoring of self-care within complex patient cases. Students will have the opportunity to develop these skills across a variety of contexts including informal and formal patient case presentations.



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### **PMD 869 Global Health & International Travel (3)**

Global Health in Pharmacy is a course that is designed to expose the pharmacy students to global health issues and differences between different global health systems. Additionally, students will learn about considerations in treating communicable and non-communicable diseases in low income countries, pharmacist roles/servant leadership opportunities in different countries, regulations regarding medication use, and acquisition outside of the USA, and opportunities that exist for pharmacists in global health. Some classes will be taught in an interdisciplinary setting with students from nursing and public health programs. In addition, students will be offered the opportunity to attend a trip to Buenos Aires, Argentina in the summer following the spring semester for an additional course credit.

### **PMD 871 Mgmt & Leadership Planning & Operations (2)**

This online elective is part of a three elective sequence required for the Pharmacy Manager Concentration (PMC). It can be taken after acceptance into the concentration or by permission from the instructor. The course can be taken in any sequence vis-à-vis the other two online PMC elective courses for the PMC. Each weekly two-hour online lesson will consist of materials on the Canvas® learning management system. These materials include Panopto® delivered podcasts that cover management/leadership, planning and operations topics. Each weekly Ponopto® delivered podcast will have five (5) embedded quiz questions. And each week, individual students will also be tasked to answer more challenging questions as part of a weekly (asynchronous) online discussion. Tweets will be employed to clarify student understanding of the more difficult issues. The "wisdom" of experienced pharmacy managers will be tapped into from a variety of pharmacy practice settings using videos, tables, and sidebars with concise tips; and, listings of additional resources. Students will be required to complete a six-page term paper on an approved topic. And, a midterm examination and a final examination will need to be taken on Examsoft® (using Examity® online proctoring).

### **PMD 873 Finance Risk Mgmt and HR (2)**

This online elective is part of a three elective sequence required for the Pharmacy Manager Concentration (PMC). It can be taken after acceptance into the concentration or by permission from the instructor. The course can be taken in any sequence vis-à-vis the other two online PMC elective courses for the PMC. Each weekly two-hour online lesson will consist of materials on the Canvas® learning management system. These materials include Panopto® delivered podcasts that cover finance, risk management, and human resources topics. Each weekly Ponopto® delivered podcast will have five (5) embedded quiz questions. And each week, individual students will also be tasked to answer more challenging questions as part of a weekly (asynchronous) online discussion. Tweets will be employed to clarify student understanding of the more difficult issues. The "wisdom" of experienced pharmacy managers will be tapped into from a variety of pharmacy practice settings using videos, tables, and sidebars with concise tips; and, listings of additional resources. Students will be required to complete a six-page term paper on an approved topic. And, a midterm examination and a final examination will need to be taken on Examsoft® (using Examity® online proctoring).

### **PMD 875 Prof Effectiveness, Entr, Mktg and Promo (2)**

This online elective is part of a three elective sequence required for the Pharmacy Manager Concentration (PMC). It can be taken after acceptance into the concentration or by permission from the instructor. The course can be taken in any sequence vis-à-vis the other two online PMC elective courses for the PMC. Each weekly two-hour online lesson will be consist of materials on the Canvas® learning management system. These materials include Panopto® delivered podcasts that cover professional effectiveness, entrepreneurship, marketing and promotion topics. Each weekly Panopto® delivered podcast will have five (5) embedded quiz questions. And each week, individual students will be tasked to answer more challenging questions as part of a weekly (asynchronous) online discussion. Tweets will be employed to clarify student understanding of the more difficult issues. The "wisdom" of experienced pharmacy managers will be tapped into from a variety of pharmacy practice settings using videos, tables, and sidebars with concise tips; and, listings of additional resources. Students will be required to complete a six-page term paper on an approved topic. And, a midterm examination and a final examination will need to be taken on Examsoft® (using Examity® online proctoring).

### **PMD 877 MTM IPPE I (0)**

Purpose While partaking in the Medication Therapy Management Pharmacy IPPE Rotation the student will gain experience in providing MTM services which is recognized as a growing area in all areas of pharmacy practice. Students will be the learning the fundamentals of the MTM process in both training that involves simulated cases with the potential for real world integration. Students will receive the APhA MTM Training Certificate in the P2 year and successfully complete the required 5 post cases during this IPPE. Goals & Objectives The goal of this IPPE course is to expose the student to the expanding role Pharmacists play in pharmaceutical care with emphasis on the patient care process. The premise and focus will be on addressing Drug Related Problems (DRPS) with documentation of efforts via the MTM platform.

### **PMD 878 MTM IPPE II (1)**

Purpose While partaking in the Medication Therapy Management Pharmacy IPPE Rotation the student will gain experience in providing MTM services which is recognized as a growing area in all areas of pharmacy practice. Students will be the learning the fundamentals of the MTM process in both training that involves simulated cases with the potential for real world integration. Students will receive the APhA MTM Training Certificate in the P2 year and successfully complete the required 5 post cases during this IPPE. Goals & Objectives The goal of this IPPE course is to expose the student to the expanding role Pharmacists play in pharmaceutical care with emphasis on the patient care process. The premise and focus will be on addressing Drug Related Problems (DRPS) with documentation of efforts via the MTM platform. *Prerequisite: PMD-877.*

### **PMD 898 Spanish for Pharmacy Practitioners (2)**

This elective 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.

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**PMD 901 Advanced Community Pharmacy (6)**

**PMD 902 Ambulatory Care Rotation (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.

**PMD 903 Institutional Clinical Rotation (6)**

**PMD 904 Institutional Operations Rotation (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.

**PMD 905 APPE Elective A (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.

**PMD 906 APPE Elective B (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.

**PMD 909 International APPE (0)**

The International APPE rotation experiences expose students to the complexity of global health issues and help them to be able to identify sources of information concerning global health topics. This experience should assist them in the appreciation of the role of healthcare providers as advocates for improving the health of patients in their communities and globally.

**PMD 999 Pharmacy Transfer Elective (0)**

Course transfers in as a pharmacy core elective.

### PSC Political Science

**PSC 652 Politics & Economics of Health (3)**

This course examines the relationship of government and economics to the health care systems from the perspectives 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.

### PT Physical Therapy

**PT 500 Essential 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 Essential 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.

**GRADUATE CATALOG 2017-2018****D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU****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 Intro 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 508L Biomechanics Lab (2)**

This is the laboratory-seminar portion of PT 508. The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement related conditions. The course is organized to illustrate general principles of structure and function that can be applied in subsequent study of individual joint complexes. Fundamental concepts are progressively integrated with, and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy will be examined. Kinesiology of normal joints, posture, head, neck, and trunk movement will be emphasized. The normal kinesiological aspects of specific joints and movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course includes both laboratory and seminar experiences. Prerequisites: BIO 639 Human Gross Anatomy; PT 506 Physiology of Therapeutic Exercise Corequisites: PT 508 Lecture

**PT 510 Essential Skills II (2)**

This course, in conjunction with knowledge and skills acquired in Essential 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 essential 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 Essential 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 essential clinical skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective client education. Format: lab and field observations.

**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 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.

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- PT 513 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 appropriate 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 Orthopedic 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 finding in the implementation of a plan of care. Lab experiences include skill development in specialized manual orthopedic approaches (thrust & 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 513S Orthopedic 1 Seminar (0)**  
 This seminar is designed to provide students with the opportunity to apply skills related to the examination, evaluation, and management of disorders associated with neuromusculoskeletal dysfunction of the spine. Simulated patient demonstrations, video, and written clinical cases will be analyzed and evaluated by participating students in small group discussions and online chat sessions. Through the synthesis of knowledge and skills presented in PT 513 Orthopedic Lecture and Laboratory, students will formulate a physical therapy diagnosis and create evidence based treatment plans for effective patient management.
- PT 514 Integumentary Examination & Intervention (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 Kinesiology for Pt (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 Kinesiology 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 Lifespan Development (1)**  
 This course examines physical, cognitive, and psychosocial aspects of normal infancy through adolescent human development.

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- PT 519L Lifespan Development Lab** (1)  
This laboratory section 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 Lifespan 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 Lifespan 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 522 Functional Anatomy** (2)  
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 relates 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. Students will be introduced to normal imaging on plane film x-ray, MRI and CT.
- PT 522L Functional Anatomy Lab** (1)  
This is the laboratory component 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 relates to functional anatomy and normal human movement and structure.
- PT 547A Pharmacology for Rehabilitation Spec** (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 550L Clinical Neuroscience Lab** (0)
- PT 552 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 552L Cardiopulmonary Lab** (1)  
This course includes principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing.
- PT 552S Cardiopulmonary Seminar** (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 574 Clinical Fieldwork I** (3)  
This is the first full-time clinical fieldwork. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a general hospital or rehabilitation setting that provides a continuum of patient care - (6 weeks, full time fieldwork).
- PT 590 Independent Study** (1)  
A graduate student in good standing pursuing an independent study is able to delve into an area of special interest which is beyond the scope of current course offerings.
- PT 602 Neurodevelopmental 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.

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### **PT 602L Neurodevelopmental 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 (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 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 Orthopaedic 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 Orthopedic 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 Community Health & Wellness (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.

### **PT 618 Rehabilitation II (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 Rehabilitation Lab II (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.

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- PT 627 Application of Research Methods in Pt** (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 economics analysis of outcomes. Format:lecture and seminar. Program required courses.
- PT 627L App of Research Methods in PT Lab** (0)
- 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 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 660 Clinical Residency** (2)  
This course is a structured clinical experience, which allows the certificate student clinicians the opportunity to apply and master skills acquired during their course of study in a supervised clinical environment.
- PT 674 Fieldwork II** (4)  
This is the second full-time clinical fieldwork. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a facility that provides a continuum of patient care in differing venues.
- PT 675 Clinical Fieldwork III** (4)  
This is the third clinical fieldwork. Its purpose is to continue to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a facility that provides a continuum of patient care in differing venues.
- PT 680 Hippotherapy** (1)  
This transdisciplinary,graduate level,elective course will introduce the student to the basic history,conceptual framework and clinical application of Hippotherapy. Hippotherapy is a physical,occupational or speech therapy treatment strategy that utilizes equine movement. The movement of the horse is used as a tool to provide challenges in postural control,strength,flexibility,balance,and sensory processing for individuals who have neuromusculoskeletal dysfunction. Due to the immature and developing systems of the pediatric population,hippotherapy has been shown to be effective for children with disabilities. Hippotherapy is also an effective strategy to enhance cognitive skills,psychosocial skills,and behavioral/attentional skills in children. 24 Jul 2017 7:23 AM Sandra Snyder
- PT 681 Adv Wheelchair Seating & Positioning** (1)  
Students will develop an advanced level of understanding regarding the process of custom seating and positioning of persons with disabilities and be able to prescribe and justify customized wheelchairs and seating systems to third-party payers.
- PT 683 Translating Personal** (1)  
Students will use a proven tool to assess their personality strengths. Then discussions and individual work will be done to ascertain how the student may use those strengths in their health care field.
- PT 684 Manual Therapy in Sports Rehabilitation** (1)  
This course will provide physical therapists with advanced techniques and problem solving skills for the examination and management of athletes with neuromusculoskeletal dysfunction. Course participants will be exposed to a wide-range of evidence-based approaches to the application of orthopedic manual physical therapy. Techniques will include but are not limited to: thrust and non-thrust manipulation, soft tissue manipulation as well as kinematic taping and exercise progressions. The course instructor will direct topic-focused discussion and problem solving sessions,evaluate and provide feedback of psychomotor skills demonstrated.
- PT 685 Topics in Pediatrics** (1)  
This course provides information on specialty areas above and beyond the entry level content in pediatric curriculum requirements with emphasis on assessment and intervention within the pediatric population with developmental disabilities. This course explores the examination,evaluation and intervention strategies for the complicated pediatric patient with movement dysfunction as a result of neurodevelopmental pathology. Utilizing lecture and lab experiences,this course offers additional opportunities in advanced evaluation and treatment. Topics will involve a variety of applications for assessment and intervention strategies.
- PT 686 Aquatic P.T.** (1)  
Students will develop progressive skills in the practice of aquatic physical therapy. This course will emphasize development of a plan of care and interventions related to aquatic exercise. Students will practice hands-on skills,as well as develop an understanding of aquatics.

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- PT 687 Comprehensive Soft Tissue Manipulation (1)**  
This course is an introduction to soft tissue manipulation. It is designed to teach the participant an eclectic approach to evaluate and treat the soft tissues of the body. The students will learn a movement based assessment, which incorporates elements of MDT and the SFMA. The participant will review the anatomy and physiology of myofascia. Indications and contraindications to treatment will be discussed. The treatments will be divided into three types: 1)basic soft tissue manipulation, 2)functional release, and 3) instrument/tool assisted soft tissue manipulation using the EDGE Tool. Patterns of tissue dysfunction will be taught for assessment and treatment. Format includes lecture, demonstration, supervised lab practice and problem solving.
- PT 688 Functional Approach to Exercise (1)**  
The main objective in this class will be to take a look at functional biomechanics and muscle function, and place them into practical rehabilitation settings. Also, the components of function will be broken down into measurable tests, thereby leading us into a spectrum of functional exercises and treatment strategies.
- PT 689 Special Topics Elective (1)**
- PT 689L Special Topics Elective Lab (1)**
- PT 701 Clin Decision in Theory Exercise (2)**  
This 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 Clin Decision in Ther Exer Lab (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 703 Education Advocacy 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 704 Clinical Orientation Seminar IV (0)**  
This course is lecture and seminar that covers the administration of the clinical portion of the PT curriculum. The class will have the opportunity to discuss the clinical experiences of PT 574, 674, and 675. The development of the clinical instructor, issues relating to health care reimbursement and ethical dilemmas will also be discussed. Final clinical professional preparation for the culminating fieldwork experiences (PT 720) will be included in this administrative course. Prerequisites: PT 503, PT 504, PT 604 and PT 574; eligible for PT 674 and PT 675
- PT 706 Business Management Strategies for PT (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 709 Business Management Strategies for Physical Therapists (2)**  
This course will introduce relevant health care business management concepts and tools along with the most current legislative issues affecting physical therapy practice in the United States. Students will develop a basic foundation for business management strategies and professional issues needed in order to lead clinical operations of physical therapy in a variety of healthcare settings including the demand for both clinical and business excellence in the future of the physical therapy profession.
- PT 725 Clinical Fieldwork IV (5)**  
This is the fourth of four clinical fieldwork experiences in the D.P.T. program. Its purpose is to provide the student with (a) the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience in either an area of clinical practice that is new to the student or one that provides learning opportunities to advance previous learning achievement, and (b) to pursue an individual learning plan. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting and therapeutic intervention, as well as the opportunity to explore management and administrative roles of the physical therapist. The preferred setting is a facility that provides a continuum of patient care in a venue related to the student's individual professional development plan.
- PT 731 Advanced Orthopedic 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.



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**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 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 750 Taping Methods (1)****PT 750L Taping Methods Lab (0)**

*Corequisite: PT-750.*

**PT 752 Intro to Pelvic Floor Dysfunction (1)**

Students will develop a basic understanding of the role of Physical Therapy in the assessment and treatment of pelvic floor dysfunction. This course will cover non-internal evaluation and treatment techniques for an array of diagnosis. Orthopedic training principles will be used to design basic programs. Specialized tests will be introduced in order to accurately evaluate the deep core musculature as it pertains to functional movement. This course will be lecture and lab format.

**PT 799 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.

**PT 999 Physical Therapy Transfer Elective Physical Therapy Transfer Elective Dummy Course for Transfer Credit (3)**

Course transfers in as a physical therapy core elective.

**SED Special Education****SED 641 Optns Classroom Mgmt (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. *Prerequisite: Sed-643.*

**SED 642 Diagnostic Assessment (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. *Prerequisite: Sed-643.*

**SED 643 Theo Perspectives 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 Ed Severe Handicapped (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.

**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 (6)**

This course is a 14-week (five days a week), college-supervised teaching experience in special education for early childhood, childhood and middle childhood special education majors, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of students with disabilities.

**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.

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### **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.

### **SED 699 Special Education Comprehensive Exam (0)**

#### **SOC Sociology**

### **SOC 600 Social Epidemiology (3)**

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

#### **SPA Spanish**

### **SPA 401 DYC Spanish Study Abroad Seminar (3)**

This course gives students the opportunity to gain full immersion to the Spanish language and culture through a study abroad experience in a Spanish speaking country. Prior to registration of the courses and departure to the country where the study abroad program is housed, an agreement will be made between the instructor and the student regarding the scope and outline of the student project. While abroad, the student and the instructor will hold meetings to converse in Spanish using Skype, WebEx, and other convenient virtual platforms.

#### **TSL Tesol**

### **TSL 650 The English Language Learner (3)**

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments including the SOLOM will be studied.

### **TSL 651 The History of US English Instruction (3)**

This course will review the patterns of immigration and the history of non-English settlement in the U.S. since initial settlement by English colonist. Under review will be the various, laws, policies and instructional programs which have been adopted in the interest of providing instruction to non-English speaking communities. Also considered will be the impact these policies and initiative had on influencing social trends and attitudes and the ways in which these either aided or inhibited the successful integration of non-English speaking individuals into American society

### **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 Introduction to Applied Linguistics & 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 Education (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 I (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 & Culture (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.

**GRADUATE CATALOG 2017-2018****D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU****TSL 667 Tesol Methods II (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. *Prerequisite: TSL-663.*

**TSL 668 Practicum in Student Teaching (6)**

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 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 668X Student Teaching Seminar (0)****TSL 669 Advanced Observations in Tesol (0)****TSL 679 Project in Tesol (3)****TSL 680 English Grammar for Esl Teachers (3)**

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.

**TSL 690 Comprehensive Exam (0)**

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