GRADUATE AND PROFESSIONAL DEGREE PROGRAMS

Academic Catalog 2008-2009

D’Youville College
Educating for Life

Academic Catalog
Graduate and Professional Degree Programs

2008-2009

320 Porter Avenue • Buffalo, NY 14201
829-8000 • 1.800.777.3921

dyvc.edu
he state of New York chartered D'Youville College in the spring of 1908, and the first small class began the fall of that year. Enthusiasm for a college had come from Bishop Charles Colton when he saw the plan in 1907 to expand the successful Holy Angels Academy. The Grey Nuns who conducted the academy responded with a cautious enthusiasm. Bishop Colton acted in agreement with Bishops across the United States who were concerned with Catholic young women seeking higher education in secular coed institutions. The Bishops wanted educated young women to help with the hundreds of Catholic immigrants who were pouring into the country and notably into Buffalo. By the end of its first decade the college graduated nineteen seniors. These seniors swept the first three places in English examinations for teachers and took first and third in similar mathematics examinations.

Like the rest of the country's colleges, D'Youville grew dramatically in the 1920s, from 104 students in 1921 to 215 in 1929. The college at the end of the 1920s took over the whole site on Porter Avenue (previously shared with the academy). The college grew despite the depression in the 1930s from 215 to 300 in 1939. The emphasis shifted beyond education toward both social work and business (including an innovative training institute in cooperative management). The early 1940s were like the 1930s except that war touched everything. D'Youville students were active participants in war work, fund drives, and many alumni served abroad. The college also launched its nursing program in 1942.

After World War II American higher education boomed with the GI Bill. D'Youville also grew over the next quarter century but at a slower pace. By 1967 the college had 1,250 students with 556 in nursing. The Liberal Arts program, leading mostly to teaching, was slightly larger with 694 students. Health care expectations and shifting patterns of care along with the baby boom had served the college well. The college, led by Sr. Francis Xavier, had added a library and a dormitory in the 1950s; a new classroom building, two more dormitories and a college center in the 1960s. In 1968 when Sr. Mary Charlotte Barton became president, the situation required changes—the student rebellion, state support of education, Catholic men's colleges going coed, Vatican II—all suggested that a moderate-sized, resident college for Catholic women could not survive. Sr. Mary Charlotte stabilized the situation by recruiting older students, admitting men, getting more state aid at D'Youville and selling Mary Agnes Hall, the dormitory (Mary Agnes became a home for assisted living).

In the late 1970s under Sr. Denise Roche, the college expanded again, this time into graduate education in nursing and then building on the college's strength in health care to add five year programs in occupational therapy and physical therapy and smaller programs in dietetics and physician assistant. In the 1990s a new library was created in the former elementary school, the 1950s library was demolished and a new classroom building connected much of the campus. The college expanded its gym and built a new apartment dormitory. Now celebrating its 100th anniversary D'Youville has over 3000 students, four doctoral degree, 12 masters degree, 10 dual/two degree, as well as 29 baccalaureate degree programs; it continues its traditions of individual attention, focusing on teaching and a commitment to Catholic values. For the future, the college is committed to its values of the past and to new programs and physical development, including pharmacy.

Please enjoy a selection of photos from our archives on pages 43-46 in celebration of the last 100 years.
While this catalog was prepared on the basis of the best information available at the time of publication, all information including statements of tuition, fees, course offerings, admissions and graduate requirements is subject to change without notice or obligation. D’Youville College is an equal opportunity employer. Further, it admits students of any race, color, age, national or ethnic origin, to all rights, privileges, programs and activities generally accorded its students. In conformance with Title IX, 1972 Educational Amendments, it does not discriminate on the basis of gender, race, color, handicap, national or ethnic origin, age, religion or creed in the administration of its educational policies, scholarships, programs and athletic or other institutionally administered programs.
Dear Friends,

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

D’Youville College has recognized this need and established a select number of graduate programs. D’Youville’s graduate and professional programs encourage excellence and scholarship; they provide time and opportunity for research and prepare students for continued advancement, both personally and professionally. Education is promoted by curricula which focus on such themes as ethical considerations, practical experience, professional skills, as well as research and innovations and developments in professional fields.

For nearly 100 years, D’Youville College has established a proud reputation for excellence in teaching. In both graduate and baccalaureate programs, the college endeavors to educate individuals who are competent professionals sensitive to the needs of others and prepared to assume leadership in their chosen professions.

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

Sincerely,

Sister Denise A. Roche, GNSH, Ph.D.
President
2008-2009 Calendar

FIRST SEMESTER 2008

August 25  First Day of Classes
September 1  Labor Day (college closed)
September 19-21  Alumni Homecoming Weekend
October 13  Columbus Day (observed)
November 27-28  Canadian Thanksgiving (college closed)
December 1  Thanksgiving Holiday (college closed)
December 8-13  Classes Resume
December 13  Final Examinations

SECOND SEMESTER 2009

January 12  First Day of Classes
January 19  Martin Luther King, Jr. Day (obs. - college closed)
February 16  College Closed
February 16-17  Winter Break (no classes)
February 18  Classes Resume
March 23-29  Spring Break (no classes)
March 30  Classes Resume
April 10  Good Friday (college closed)
May 2  Last Day of Classes
May 4-9  Final Examinations
May 9  Final Day of Semester
May 15  Baccalaureate Service
May 16  Commencement

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**D’Youville Today**

**D’YOUVILLE COLLEGE** is an independent, urban, coeducational institution. It provides liberal arts, professional programs and doctoral education for more than 3,000 graduate and undergraduate students in day, evening, weekend and summer sessions. The Grey Nuns founded D’Youville as the first college for women in Western New York. It became coeducational in 1971.

Under its 1908 charter of incorporation, D’Youville College is legally authorized to conduct an institution of higher learning and to grant recognized degrees. A self-perpetuating board of trustees has governed the college since a charter amendment in 1970. The college offers a variety of baccalaureate, master’s-level and post-baccalaureate programs, as well as advanced certificate programs in health-related professions. The college also offers doctoral programs in health policy and health education, educational leadership, chiropractic and physical therapy. Graduate programs include community health nursing, family nurse practitioner, nursing (choice of clinical focus), early childhood, childhood, middle childhood, adolescent, special education, teaching English to speakers of other languages (TESOL), health services administration, international business, business administration (MBA) and physician assistant. Five-year programs leading to dual degrees have been established in dietetics, international business, occupational therapy and physician assistant. Occupational therapy has a stand alone masters programs. D’Youville also features a special RN-BS/MS degree in nursing. Additionally, certificate programs are offered in clinical research associate, family nurse practitioner, health services administration, improving performance, long-term care administration, nursing and health-related professions. Post-baccalaureate teacher certification programs are also available in childhood and adolescence education.

D’Youville is accredited by the Middle States Association of Colleges and Schools. The undergraduate and graduate programs in nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220. The AOTA phone number is (301) 652-AOTA. The three year graduate DPT program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association, and is registered with the New York State Education Department (NYSED). Please refer to the physical therapy department section of catalog for CAPTE contact information. The MS in international business is accredited by the International Assembly for Collegiate Business Education (IACBE). The combined BS/MS dietetics program is accredited by the American Dietetic Association Council on Education. The combined BS/MS physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. (ARC-PA). Programs of study are registered with the Office of Higher Education of the New York State Education Department. All programs in the department of education, leading to New York State teacher certification, are accredited by Regents Accreditation of Teacher Education (RATE).

A campus-wide computer network with broad Internet access for students, faculty and staff offers a host of available software required for specific academic programs. Distance learning has been employed as a means of maintaining direct contact with students, even if the student is physically removed from the campus. D’Youville has a sound reputation for educating professionals for community service. The college introduced majors in sociology and business during the 1930s and established Western New York’s first baccalaureate nursing program in 1942. Traditionally a leader in education, D’Youville has received state approval for teacher education programs for childhood, middle childhood, adolescent and special education. Today, the tradition of excellence is maintained as D’Youville continues to offer and promote academic leadership and responds to community needs. D’Youville College remains firmly committed to the personal growth and well-being of all those within its sphere of influence.

**Heritage**

D’Youville College is named for Marguerite d’Youville, an 18th-century Canadian woman whose love of God inspired her to spend her life responding to societal needs and finding creative ways of serving the poor. She was born near Montreal in 1701. Marguerite was a widow with young children and never neglected the poor. She was an astute and resourceful businesswoman, a compassionate friend and a person whose life was deeply rooted in her trust in God. Other women joined in her efforts to offer asylum for the elderly, blind, orphaned and abandoned. Known as the Grey Nuns, Sisters of Charity, the group became one of the first congregations of religious women to be founded in Canada.

During her life, Marguerite assumed the responsibility for administering the General Hospital of Montreal, founded homes for the poor and aged and cared for unwed mothers, orphans and sick and wounded military men, regardless of their allegiance. She earned the title Mother of Universal Charity, insisting that, “The poor must know that we never refuse to serve.” On Dec. 9, 1990, she was declared St. Marguerite d’Youville in St. Peter’s Basilica, Rome. D’Youville College seeks to continue the spirit of Marguerite d’Youville, especially by encouraging students to be proficient, innovative, resourceful, compassionate and well-informed members of society.
Core Values of D’Youville College
As a community of scholars, D’Youville College values the free exchange of ideas and encourages diverse points of view and the rigorous examination of assumptions. Individuals must be prepared, through education, not only to meet the challenges of today, but also to address the challenges of the future. Excellent education is a contribution to the betterment of society. It offers students an academic experience, which helps them develop their potential and emerge as enriched human beings with a love of learning and a sense of responsibility for themselves and others. Through lifelong learning, educated people continue to search for truth, are committed to use their talents to contribute to the betterment of the local and world communities and seek excellence in their personal and professional endeavors. D’Youville College holds that there are four foundation stones in an effective learning environment: academic preparation, practical experience, a consistent value structure and a concern for the betterment of the community. The resulting educational process simultaneously shapes D’Youville graduates and the communities they serve. Every person is important; D’Youville never refuses to serve.

Mission Statement
D’Youville College is an independent institution of higher education that offers baccalaureate and graduate programs to students of all faiths, cultures, and backgrounds. D’Youville College honors its Catholic heritage and the spirit of St. Marguerite d’Youville by providing academic, social, spiritual and professional development in programs that emphasize leadership and service. D’Youville teaches students to contribute to the world community by leading compassionate, productive and responsible lives.

Guiding Principles

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

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

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

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

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

PURSUIT OF EXCELLENCE:
D’Youville pursues excellence in all chosen endeavors. There is an expectation of a high level of competence in all areas.

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

HEALTH:
The college finds it important to promote and maintain the physical and emotional wellbeing of all those involved.

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

BALANCE OF COOPERATION AND PROFESSIONAL AUTONOMY:
The college encourages cooperation among, and linkages between, programs and disciplines while recognizing the uniqueness of each. It respects the right of professional self-regulation and autonomy.

CONCERN FOR OUR NATIONAL AND SOCIAL ENVIRONMENT:
The college community is responsible and accountable for fulfillment of the D’Youville College mission. However, in accomplishing that mission, it remains mindful of the public trust. The college is sensitive to the surrounding community and natural environment. It actively attempts to understand and positively influence the social, political and economic environments that impinge upon it.

CONTINUITY:
D’Youville respects alumni and depends upon them for the continuing success of the college.

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

ONE WORLD:
Our future is with mankind; we have a responsibility to share our knowledge and our resources with those in the world who have less.
The College Community

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

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

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

Community Service
D’Youville is committed to developing liberally educated professionals. The college is a member of Campus Compact and continues to enhance service learning opportunities for students. Specific and committed service projects are many. The college engages in cooperative programs with the Buffalo Public School system on the childhood, adolescent and special education levels. D’Youville faculty provide a specialized reading program to these children at Public School #3; additionally, this provides an opportunity for D’Youville students to tutor one-on-one. The Leonardo da Vinci High School, a college-prep magnet school for the liberal arts, is housed at D’Youville. DaVinci students participate in 28 collaborative programs including: taking D’Youville College courses for credit, high school/college student mentoring and tutoring programs and a creative arts program. Teachers from both schools collaborate with D’Youville faculty members on professional projects. D’Youville’s “Gear-up” program targets low income high school students, helping them prepare for college.

Service learning programs also have been developed to link a student’s classroom experience with real world situations. Service learning is a mode of education that combines academic learning with community service. This work is integrated into the course content and is part of the student’s evaluation and grade. Campus Ministry offers many volunteer opportunities designed to encourage students, faculty and staff participation in the community. Specific volunteer efforts organized by Campus Ministry include: Habitat for Humanity, Adopt a Grandparent, Meals on Wheels delivery, Lending a Hand (an intensive five to seven day community service endeavor) and a variety of collections or fundraisers for local community agencies. Campus Ministry also assists in connecting DYC persons to local agencies with volunteer opportunities in Buffalo’s West Side community.

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

The Campus
KOESSLER ADMINISTRATION BUILDING (1874)
This five-story building once housed the entire college. It contains many administrative offices, the graduate admissions office, the chapel, the Kavinoky Theatre, the Learning Center, faculty offices, classrooms, admissions, financial aid and reception rooms.

MADONNA HALL (1959)
This five-story building houses the Leonardo da Vinci High School, part of the Buffalo Public School System, on three floors; a dietetics lab/kitchen, archives and administrative offices. A large lounge is also available for meetings and social events.

Driving Directions
D’YOUVILLE COLLEGE is located less than one mile from downtown Buffalo, near the Peace Bridge gateway to Canada. Off-street parking is available or you may park in any of our parking lots.
• If you are driving SOUTHbound on the Niagara section (190) of the NYS Thruway, exit EAST onto PORTER AVENUE-EXIT 9, turn LEFT onto Porter Avenue and continue to the college.
• If you are driving NORTHbound on the Niagara section (190) of the NYS Thruway, exit on NIAGARA STREET-EXIT 8, turn LEFT onto Niagara, then RIGHT onto Porter Avenue and continue to the college.
• If you are driving from CANADA, take the QEW, follow the signs to Fort Erie, then the Peace Bridge. After you go through U.S. customs, bear to the left and follow the signs to Niagara Street (266 South). Travel to the second lights and turn left onto Porter Avenue. Continue straight (four traffic lights) to the college.

and-raising projects annually to

Membership

TV/DVD/VCR

facilities. A computer lab is also available.

facilities, cable and computer hookups, secure off-street parking

and students over 21 years of age.

A student housing complex opened in January 2005. Fully

STUDEN t APAR t M EN t COMPLEX (2005)

space for future needs. It is an excellent learning environment for

of-the-art classrooms, laboratories, faculty offices and flexible

The 57,000-square-foot, five-story Bauer Building provides state-

t HE BAUER FAMILY ACADEMIC CEN t ER (2001)

compact discs, cassettes, and other formats.

library provides both group-viewing and portable

wireless Internet connectivity, and study rooms are available. The

journals. The library boasts state-of-the-art computer reference

microforms and software, and subscribes to over 700 printed

building. It contains approximately 130,000 volumes, including

The library is housed in a magnificently renovated four-story

MONTANTE FAMILY LIBRARY (1999)

The library boasts state-of-the-art computer reference capabilities for both in-house and off-site users, including access to over 70 online databases. A reference collection, computers, wireless Internet connectivity, and study rooms are available. The library provides both group-viewing and portable TV/DVD/VCR units. The software collection includes DVD, videocassettes, compact discs, cassettes, and other formats.

THE BAUER FAMILY ACADEMIC CENTER (2001)

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

STUDENT APARTMENT COMPLEX (2005)

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

D’YOUVILLE EDUCATION CENTER (2006)

This newly acquired one-story structure, adjacent to the West Avenue parking lot, houses five large classrooms and serves as an academic resource for the campus.

Alumni

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

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

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

Alumni Association

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

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

The association presents special awards annually. The Lee Conroy Higgins Award, the highest student honor, and the Alumni Service Award, recognition of alumni community involvement, are given at Honors Convocation. Membership in Delta Sigma, the Marguerite d’Youville Honor Society, is conferred jointly with the college board of trustees. The Anne Lum Award presented at Homecoming is the most prestigious honor bestowed on an alum.
Alumni Association Officers for 2008 - 2009

PRESIDENT:  
Thomas J. DeLuca ’76  
VICE-PRESIDENT:  
Rose Grierson St. Pierre ’83  
CORRESPONDING SECRETARY:  
Sarah Hilborn Pawlak ’98  
RECORDING SECRETARY:  
Roberta Rozek Evans ’62  
TREASURER:  
Claudia T. Krawczyk ’90  
BOARD MEMBERS  
Courtney Charleston-Smith ’99  
Michele A. Cook, MD, ’75  
Cynthia Wierzba DeLuca ’75  
Genevieve McNeil Dobmeier ’52  
Susan Jablonski Fiden ’69  
Karen Gordon ’06, ’08  
Bridget Lynch Herod ’84  
(Mary) Carol Kelleher Herwood ’52

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

A professional networking program connects students with alumni working in their field of interest. Additional services include scholarship information and graduate school information, current full- and part-time job listings and internship opportunities. A career preparation mentoring program is also available to all students.

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

The office is a central point for college information. College identification cards and commuter parking hang-tags are available, as well as, forms, applications, brochures, catalogs, and information on local and regional places of interest. Additionally, students are able to return required forms to the office. The office will then deliver the information to the correct location the next day.

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

Suggestions, comments and concerns are welcomed. Students may stop by Connections or set up an appointment by calling (716) 829-7766 or e-mailing connections@dyc.edu. Calls and e-mails may be used 24 hours a day and will receive a response the next business day.

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

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

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

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

Student Life  
SERVICES TO STUDENTS

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

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

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

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

Board Members (continued)
Patricia Kelly Losito ’85  
Julie Brancato Marinaccio ’04  
Carol A. Milazzo ’00  
Carmelina Manta Miseracola ’53  
Bertram (Hank) Morgan ’05  
Eileen Hanley Noworyta ’78  
Angeline Brucklier Padula ’55, ’78  
Nathan E. Phillips ’85  
Michelle D. Swygert ’98  
Nancy A. Vanderlinde ’69  
Karen Rogers Ziemsanski ’83  
Patricia Marino Smyton ’65, Director,  
Alumni Relations, ex officio  
Student Representatives:  
Austin Houlding  
Samantha Miller
FINANCIAL AID
The financial aid office is the key to obtaining all the aid possible to meet the expenses of a college education. Financial aid personnel will help determine what types of aid to apply for and will explain deadlines, requirements and conditions in accordance with federal and state regulations.

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

HEALTH SERVICES
The Health Center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, immunizations, health insurance information and printed materials. Clinics are offered Monday through Friday. A full-time nurse practitioner staffs the center. A complete pre-entrance physical examination, which includes the New York state immunization requirement, is required of all students. D’Youville College strongly recommends that all full- and part-time students have medical insurance. Medical insurance can be purchased during the first six weeks of each semester. Contact the health center at (716) 829-7698 for information on individual and family policies. By federal law, all international students must carry health insurance coverage. International students will be billed directly by the college for this insurance, which will be managed through the health center. Students pursuing clinical placements and/or other forms of training external to the college may be required to have health insurance, and additional immunizations depending on the off-campus placement. Students should check with their academic department for the specific requirement for each placement.

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

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

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

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

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

PERSONAL COUNSELING
Licensed and board-certified professional counselors are available for free, confidential individual and group counseling sessions and consultation. Mental health counseling deals with issues related to growth, development and adjustment in personal, social and educational areas of concern. For additional information in this area including links to online mental health resources, one may visit the personal counseling center site at www.dyc.edu and click on offices and services. Programs, including seminar workshops and stress management clinics, are provided throughout the year to promote student mental and emotional health and positive well-being.

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

**PROCEDURES AND POLICIES**

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

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

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

**GRADUATE ADMISSION CRITERIA**

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

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

**GRADUATE APPLICATION PROCESS**

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

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

**PERSONAL INTERVIEW**

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

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

**PROVISIONAL ADMISSION**

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

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

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

**CONDITIONAL ADMISSION**

Applicants who do not meet the above criteria for regular or provisional admission but who show promise may be considered for conditional admission. The student must receive grades of B+ or better in the first six credits of graduate coursework in his or her graduate program major to later be considered for provisional admission. Conditional students receiving grades of A for the first six credits may register for nine credits on provisional admission. While on provisional status, the student must meet all academic requirements of the program and must either receive grades of B or better in the first four courses in his or her graduate program, or earn a cumulative G.P.A. of at least 3.0 in the first four courses in his or her graduate program. Failure to do so will result in dismissal from the program. Conditional admission is not available in the family nurse practitioner program.
GRADUATE STUDENT READMISSION POLICY
Any student who previously attended D’Youville College and had withdrawn, officially or by failing to register for another semester, must make application for readmission through the office of graduate admissions. Readmitted graduate students are responsible for the graduation requirements and academic policies that exist at the time of readmission. Students who are dismissed from a graduate program may not be readmitted to the same program.

NON-MATRICULANT STUDY
Non-matriculating students may take up to six credit hours of graduate courses. In order to do so, they must hold a baccalaureate degree in the appropriate discipline and meet all course prerequisites. Furthermore, prior to registration they must confer with and obtain the signatures of the director of the program in which the course is offered and the vice president for academic affairs.

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

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

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

After receipt of application materials, all prospective international students must complete the following items and return them with the appropriate fees:
1. D’Youville College application.
2. $25 application fee in international money order or check drawn on a U.S. bank. A free online application is available on the college Web site at www.dyc.edu.
4. An evaluation of all official transcripts/school records of secondary education and university work must be translated into English. Evaluations may be accomplished by completing the World Education Services (WES) application provided by D’Youville College or contacting the following:

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

Test of English as a Foreign Language (TOEFL) results should be sent directly from the Educational Testing Service. Satisfactory completion of an English language program at ELS Language Centers will be accepted in lieu of the TOEFL. Students must achieve a minimum score of 500 written, 173 computer based or 61 Internet based on the TOEFL. To receive study materials and all information pertaining to the TOEFL, including how to schedule an appointment by telephone, visit the TOEFL Web site at www.toefl.org or contact the following:

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

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

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

A $500 deposit and the International Financial Form of Support and bank statements in U.S. funds must be submitted before any new international student (non-transfer) will receive a Federal Form I-20.
A decision regarding admission to D’Youville College will be rendered once all documents have been received, reviewed and evaluated by the office of admissions. The D’Youville College director of graduate admissions will send a letter of that decision via post. Once the student is admitted, a signed letter of acceptance will be included as part of the D’Youville College enrollment packet. The enrollment packet will contain all the necessary materials to complete the enrollment process. The packet will contain the following:
1. Directions on how to wire and transfer school fees into D’Youville College’s account.
2. Directions on how to get to D’Youville College, including airport information.
3. Mandatory Student Health Insurance Application (must be completed and returned to D’Youville upon arrival).
4. Candidate’s reply form.
5. Health information letter and directions from the director of health services.

With the exception of certain unforeseen circumstances, all international students arriving from a country outside the United States will receive a Federal Form I-20 for F-1 Student Visa purposes after the deposit of $500, International Financial Form of Support and bank statements in U.S. funds are received. In the event that a student does not receive an F-1 Student Visa from the U.S. Consulate in their respective country, the student deposit will be refunded.
### Expenses and Student Accounts Office

#### Tuition and Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, per credit hour, master’s courses</td>
<td>$675</td>
</tr>
<tr>
<td>Tuition, per credit hour, doctoral students</td>
<td>$725</td>
</tr>
<tr>
<td>Tuition, chiropractic, per semester</td>
<td>$9,400</td>
</tr>
<tr>
<td>Audit, per credit hour</td>
<td>$450</td>
</tr>
<tr>
<td>General college fee</td>
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</tr>
<tr>
<td>Full time</td>
<td>$75</td>
</tr>
<tr>
<td>Part time</td>
<td>$37</td>
</tr>
<tr>
<td>Student Association fee</td>
<td></td>
</tr>
<tr>
<td>Full time</td>
<td>$40</td>
</tr>
<tr>
<td>Part time (per credit hour)</td>
<td>$2</td>
</tr>
</tbody>
</table>

#### Other Fees and Charges

- Application fee (payable with application, non-refundable): $25
- New student orientation fee: $60
- Late registration fee: $75
- Late payment charge: $75
- Education Comprehensive Exam Fee: $100

#### Challenge Examinations:

- Written exam, per credit hour: $15
- Clinical exam, per credit hour: $50
- Record fee, per credit hour: $15
- I.D. replacement fee: $10
- Returned check charge: $33

#### Student Professional Liability Insurance: $30

#### International Health Insurance (Estimated):

- August 1, 2008 – August 1, 2009 coverage: $996
- January 1, 2009 – August 1, 2009 coverage: $664
- Graduation fee or degree in absentia: $80

#### Academic Gown (Rental), Outfitters’ Price, Approx.: $70-90

#### Placement Credentials Folders:

- each student entitled to one folder gratis
- each additional folder: $5
- Transcript fee: $5
- Alumni audit fee, per course: $60

#### Laboratory Fees, per course

- Functional Anatomy: $260
- Dietetics Labs: $30
- OT/PT Labs: $40
- Nursing Clinical Lab: $60
- Other Labs: $40
- Thesis microfilming and publishing: $175
- Lost Check fee: $30

### Financial Agreements

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

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

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

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

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

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

### Resident Students

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

Marguerite Hall Residence and Board, per semester: $4,650**

Apartment Residence, per semester: $3,800**

Residence Council fee, per semester: $10

Residents may occupy their rooms from the evening preceding the first day of classes to the day after their last final exam. The residence halls are generally closed during American Thanksgiving, intersemester breaks and spring breaks. Students who obtain permission to arrive before the opening of the semester or who are allowed to remain after the official closing date will be charged a residence fee of $30 per day.

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

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

COLLEGE POLICY FOR EMPLOYER TUITION ASSISTANCE
A student whose employer offer tuition assistance can defer payment until the end of each semester by complying with the following procedure:
1. The student must pay a $35 deferred tuition fee each semester.
2. The student must submit a letter from the employer each semester stating the percentage to be paid by the company and the date of expected payment.
3. The student must sign a promissory note each semester for the amount due and remit or schedule payment on any balance not paid by the company policy (e.g., student fees).

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

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

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

The balance of each semester’s tuition and fees must be paid in full before a student can register for the next semester. It is understood that students using credit cards to pay their tuition and fees have read and understand the college’s refund policy. In case of authorized absence or withdrawal from the college, tuition and board adjustments will be made from the date on which withdrawal is processed through the registrar’s office. Students are required to present an approved paper withdrawal form to the registrar’s office. ELECTRONIC NOTIFICATION IS NOT ACCEPTED.

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

Tuition refunds for the fall and spring semester will be based on the date of official withdrawal through the registrar’s office. Students seeking summer semester tuition refunds should refer to the printed summer schedule available in the registrar’s office. Students who officially withdraw during the fall or spring semesters may be eligible for a refund of tuition in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Tuition Refund</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the end of the drop/add period</td>
<td>100%</td>
</tr>
<tr>
<td>Through the third week</td>
<td>80%</td>
</tr>
<tr>
<td>Through the fourth week</td>
<td>60%</td>
</tr>
<tr>
<td>Through the fifth week</td>
<td>40%</td>
</tr>
<tr>
<td>Through the sixth week</td>
<td>20%</td>
</tr>
<tr>
<td>After the sixth week</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room and Board Refund</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the end of the drop/add period</td>
<td>80%</td>
</tr>
<tr>
<td>Through the third week</td>
<td>60%</td>
</tr>
<tr>
<td>Through the fourth week</td>
<td>40%</td>
</tr>
<tr>
<td>Through the fifth week</td>
<td>20%</td>
</tr>
<tr>
<td>After the fifth week</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Tuition and board are not refunded in case of unauthorized or unrecorded withdrawal. Students should consult the academic section of the catalog for the withdrawal and registration cancellation policy.
FEDERAL STAFFORD LOAN REFUNDS
The student accounts office notifies the student when a Stafford Loan is received electronically. If that loan creates an overpayment of tuition and fees, a refund check will be automatically mailed to the student. If the student’s bank still processes paper checks, the business office will notify the student that the school has received the check. Eligibility for a refund is determined at the time the student signs the check in the student accounts office.

Financial Aid

The financial aid office is located on the second floor of the Koessler Administration Building. Normal office hours are Monday through Friday 8:30 a.m. to 4:30 p.m. If a student is unable to meet with a financial aid counselor during these times, he or she can schedule an early evening appointment by calling (716) 829-7500. The financial aid office offers workshops to complete the Free Application for Federal Student Aid (FAFSA) beginning the first Wednesday in February until the Wednesday prior to April 15. Students should bring their W-2 forms and completed federal and NYS tax returns to this workshop. Students should call the financial aid office at (716) 829-7500 for the exact time and location of workshops. New students should complete and submit the FAFSA for receipt at the processor by March 15 of the year they will enter D’Youville College. Continuing students should complete and submit the FAFSA for receipt at the processor by April 15 for the following academic year. All students are advised to file the FAFSA electronically at www.fafsa.ed.gov.

Types of Financial Assistance

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

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

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

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

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

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

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

Grants

NURSE TRAINEESHIP GRANTS: (when available)
These are funded by the U.S. Department of Health and Human Services. The awards are made to U.S. graduate nursing students by the graduate nursing department director. All nurse traineeship recipients must complete a FAFSA form, available online at www.fafsa.ed.gov.

TUITION ASSISTANCE PROGRAM (TAP) GRANTS:
Full-time (12 or more credits each semester) matriculated students who are New York state residents may be eligible for grants ranging up to $550 per year. To apply, the student must first complete a FAFSA form, online at www.fafsa.ed.gov. The online TAP application follows the FAFSA application for all N.Y. residents who list at least one N.Y. college on the FAFSA.

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

Loans

FEDERAL AID: In order to apply for federal aid the student must be a U.S. citizen or eligible non-citizen and complete a FAFSA form, available online at www.fafsa.ed.gov.

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

FEDERAL STAFFORD LOANS: Full- and half-time graduate students are eligible to borrow up to $8,500 in subsidized and $12,000 in unsubsidized loans per academic year. Students can apply for the Federal Stafford Loan by completing a FAFSA form,
available online at www.fafsa.ed.gov. A Stafford Loan application is available online at www.hesc.com. The loan form must be completed including the reference section and signed using your federally assigned PIN number. The 2007-2008 interest rate was 6.8 percent, however this is subject to change annually by Congress. D’Youville College Stafford loan default rate is currently 4%. The D’Youville financial aid office has developed a plan to provide even better loan counseling to students and graduates to reduce the already low default rate.

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

**Eligibility Requirements**

1. To be eligible for a Graduate/Professional PLUS Loan, one must include the following:
2. Be a U.S. citizen or an eligible non-citizen and have a social security number.
3. Be enrolled in a graduate or professional program
4. Complete the Free Application for Federal Student Aid (FAFSA)
6. Meet credit eligibility requirements some of which include no debts 90 days or more delinquent and no defaulted student loans, no garnishment of wages or taxes refunds, bankruptcy or foreclosure in the past 5 years.

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

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

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

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

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

- www.fastweb.com
- www.brokescholar.com
- www.wiredscholar.com
- www.collegeboard.org/toc/html/tocfinancialaid000.html

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

- New York State Native American Education Unit:
- New York State Aid to Native Americans
- U.S. Bureau of Indian Affairs, Department of the Interior:
- U.S. Aid to Native Americans
- U.S. Veterans Administration:
- Veterans Affairs Educational Benefits
- New York State Office of Vocational and Educational Services for Individuals with Disabilities (VESID)

The students make application directly to these agencies.

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

<table>
<thead>
<tr>
<th>Employer</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooks Memorial Hospital</td>
<td>Lockport Memorial Hospital</td>
</tr>
<tr>
<td>Bry-Lin Hospital</td>
<td>Mount St. Mary’s Hospital</td>
</tr>
<tr>
<td>Buffalo Psychiatric Center</td>
<td>Niagara Falls Memorial Medical Center</td>
</tr>
<tr>
<td>Catholic Health System</td>
<td>Niagara Mohawk</td>
</tr>
<tr>
<td>Cingular Telephone</td>
<td>Outokumpu American Brass</td>
</tr>
<tr>
<td>Citibank</td>
<td>Rich Products</td>
</tr>
<tr>
<td>Ford Motor</td>
<td>Roswell Park Cancer Institute</td>
</tr>
<tr>
<td>Gaymar Industries</td>
<td>Sheehan Memorial Hospital</td>
</tr>
<tr>
<td>General Motors</td>
<td>TOPS Markets</td>
</tr>
<tr>
<td>Honeywell</td>
<td>United Parcel Service</td>
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<td>HSBC Bank</td>
<td>Veridian</td>
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<tr>
<td>Ingram Micro</td>
<td>Verizon</td>
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<tr>
<td>Intercontinental Branded Apparel</td>
<td>Veterans Administration</td>
</tr>
<tr>
<td>Kalieda Health</td>
<td>Medical Center</td>
</tr>
<tr>
<td>KEY Bank</td>
<td>Westwood-Squibb Pharmaceuticals</td>
</tr>
</tbody>
</table>

**E-MPN at www.hesc.com.** You must complete the E-MPN at www.hesc.com. Already have applied for the maximum annual amounts for which you qualify in federal subsidized and unsubsidized Stafford student loans.
TUITION REDUCTION FOR CANADIAN STUDENTS: Currently, D’Youville is offering Canadian students a 20 percent reduction in their tuition only (no fees) after all D’Youville grants and scholarships. If a student is a dual U.S./Canadian citizen, the student may choose to take advantage of either U.S. federal aid or the Canadian waiver. Accordingly, if the student will apply for U.S. federal aid, the student must file the FAFSA for receipt at the processor by March 15 as a new student, and by April 15 each year thereafter. The student must meet New York state residency requirements to apply for TAP. The student must commit to either U.S. or Canadian status for the duration of the program at the college.

CANADIAN HIGHER EDUCATION LOAN PROGRAM (CanHELP): CanHELP is designed to increase the opportunities for Canadian citizens who wish to study at colleges and universities in the United States. Students must be Canadian citizens or permanent residents of Canada enrolled at approved colleges and universities. CanHELP loans are available to both undergraduate and graduate students. Applicants must satisfy credit approval criteria. Undergraduate students can borrow up to the total cost of education with a creditworthy Canadian citizen as co-borrower. Graduate students may borrow up to $15,000 U.S. on their own good credit. Graduate students needing additional funds may borrows up to the total cost of education with a creditworthy Canadian co-borrower. Applications are available at www.iefc.com. The International Education Finance Corporation administers this program. For specific information on interest rates, contact IEFC at: 424 Adams Street, Milton, Mass., 02186. Phone: (617) 696-7840, Fax: (617) 698-3001. Canadian students in the teacher certification program must use the undergraduate application form.

ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP): OSAP is available for Canadian students attending D’Youville College. Applications are available on the OSAP Web site www.osap.gov.on.ca. The D’Youville College financial aid office will process OSAP applications after the student is accepted.

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

1. To ensure maximum consideration for governmental and college-based aid, the following steps should be followed and the information noted: To be considered for Federal Stafford Loans, Federal Work-Study and college-awarded aid (e.g., D’Youville grants, all D’Youville scholarships), the FAFSA must be filed. FAFSAs are available each year after January online at www.fafsa.ed.gov. The federal code number for D’Youville College is 002712.

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

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

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

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

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

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

8. All matriculated New York students attending full-time (12 credit-hours or more each semester) must apply for the New York State Tuition Assistance Program (TAP) grant. New York State Higher Education Services Corporation (HESC) has introduced Anytime TAP on the Web. HESC now offers all students the opportunity to apply for TAP on the Web and avoid the paper application process. Applicants who miss the Web link from the FAFSA have additional opportunities to apply online for TAP. HESC will e-mail students with a link to a Web site where they will be able to establish a PIN to gain access to the online application. Applicants who do not have an e-mail address will get a postcard directing them to TAP application. Students who do not respond to the e-mails or postcards will be sent a paper application. If a paper application is generated, information will be provided with the application directing students to the online alternative.

9. Federal Stafford Loans are programs sponsored by N.Y.S. and private lenders (commercial and savings banks, savings and loan associations and credit unions). They lend to student applicants according to federal guidelines. Electronic Stafford Loan applications can be obtained at www.hesc.com.

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

11. For graduate scholarships, the student must submit a written request for graduate financial aid to the chairperson of the graduate department. The graduate department will then meet with the student; verify the student's eligibility for the various awards (including registration for a minimum of six graduate credit-hours each semester); and describe the award criteria, process and termination of the award. The chairperson of the graduate department evaluates the student's request and makes a recommendation to the vice president for academic affairs by completing the graduate financial aid recommendation form and attaching a copy of the student's request for aid. The vice president for academic affairs reviews the chairperson of the graduate department's recommendation, evaluates the total
pool of applicants by program and makes funding decisions. The vice president for academic affairs sends a letter of award to the student with copies sent to the director of financial aid and the student’s graduate program director. The FAFSA must be completed by all U.S. students. The student completes all documentation required by the financial aid office and, when approved by the financial aid office, the award is credited to the student’s account.

Graduate Satisfactory Academic Progress Policy For Title IV Aid

POLICY STATEMENT

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

Federal regulations require D’Youville College to have a satisfactory academic progress policy within the guidelines set by the U.S. Department of Education. To be eligible for Title IV financial assistance, Title IV recipients will be reviewed on both a qualitative requirement (G.P.A.) and a quantitative requirement (number of hours successfully completed) to ensure that they are making progress toward a degree or certificate. Each continuing student (Title IV recipient) must meet the requirements specified herein. Title IV financial aid programs include: Federal Work-Study (FWS), Federal Stafford Loan and graduate PLUS loan.

Satisfactory academic progress, as described below, is evaluated three times a year: after the summer, fall and spring semesters. Enrollment status will be determined as of the second week of classes. While these requirements govern the student's eligibility to continue receiving financial aid, each student must also conform to the academic policies established by faculty council. Failure to maintain satisfactory academic progress, as described below, may result in cancellation of financial aid awards and the student may have to repay funds already received. Permission to enroll in classes for a subsequent semester does not equal financial aid satisfactory academic progress.

MEETING THE QUALITATIVE REQUIREMENT

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

MAXIMUM TIME FRAME

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

GRADUATE DEGREE PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Required Credits</th>
<th>150% Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>52</td>
<td>78</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>42</td>
<td>63</td>
</tr>
<tr>
<td>International Business</td>
<td>45</td>
<td>67</td>
</tr>
<tr>
<td>Nursing</td>
<td>36</td>
<td>54</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>83</td>
<td>109</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>86</td>
<td>129</td>
</tr>
</tbody>
</table>

GRACE PERIOD AND LOSS OF TITLE IV AID

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

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

Students will be notified in writing via U.S. mail if they have been placed on probation. Students who lose Title IV eligibility will be sent a certified letter to their permanent home address listed with the financial aid office.
APPEALS
Students may appeal their satisfactory academic progress status by completing and submitting a written appeal form to the financial aid office. Forms are available on the financial aid Web page. Appeals must be submitted with appropriate documentation. Appeals may include unusual circumstances that have affected the student’s academic performance. Appeals are reviewed by the satisfactory academic progress appeals committee with its decision or recommendation being final. If the appeal is approved, there may be specific conditions for the student to meet to remain eligible for financial aid. Basically, conditions may include reducing the number of classes enrolled in or working with an academic or personal counselor throughout the semester. If the conditions of the appeal are not met, then the appeal becomes void for the next semester and the student is no longer eligible for federal financial aid. If the initial appeal is denied, the student will remain on “ineligible” status and must pay for educational costs. If a student is denied aid based on academic progress, that denial takes precedence over any previous award notification that the student may have received.

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

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

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

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

Example #1: At the end of the drop/add week, a graduate student was registered for nine credit hours. At the end of the semester, that student withdrew from a three-credit course. The student has successfully completed six credit hours. Nine credit hours is defined as full-time enrollment and the student received financial aid based upon full-time status. But the student only completed six credit hours, which is defined as part-time enrollment. This student did not meet the minimum quantitative standards for progress.

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

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

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

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

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

Graduate Satisfactory Academic Progress for Financial Aid from New York State

POLICY STATEMENT
To be eligible to receive the state Tuition Assistance Program (TAP) award, students must be full-time (12 credit-hours), matriculating New York state residents making satisfactory academic progress.
MEETING THE NEW YORK STATE REQUIREMENT
New York regulations require the college to have a satisfactory academic progress policy (number of credit hours earned with at least this G.P.A.), including program pursuit (completed number of credit hours in preceding semester), within the guidelines set by New York state. D’Youville College requires that full-time matriculating students who receive New York state aid are considered to be making New York state satisfactory academic progress for financial aid purposes if they meet the following criteria:

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>A student must have at least this many credits</th>
<th>With at least this grade point average</th>
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<tbody>
<tr>
<td>1st</td>
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<td>0</td>
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<tr>
<td>2nd</td>
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<td>3rd</td>
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<tr>
<td>8th</td>
<td>72</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

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

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

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

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

REINSTATEMENT OF GOOD ACADEMIC STANDING
Students who have lost good academic standing may restore this standing in one of the following ways:
1. Make up past academic deficiencies by completing one or more terms of study without receiving any state grants or scholarships,
2. Be readmitted to school after an absence of at least one year or
3. Transfer to another institution

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

Academic Policies and Procedures

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

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

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

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

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

An appeal to any of the above may be made by following the grievance procedures found in the D’Youville College calendar and resource guide.
ACCESSIBILITY TO RECORDS
According to the Family Educational Rights and Privacy Act (FERPA) of 1974, student records shall not be released to another individual, agency or organization (except college personnel with a legitimate educational interest as determined by the college) without first obtaining the student’s written authorization to release such information.

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

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

ACADEMIC ADVISEMENT
Academic advisement is provided to each enrolled graduate student directly by faculty from the student’s academic program. Throughout their years at D’Youville, students meet with their advisors to review progress in completing requirements necessary for a degree, certification, licensure and/or graduate work. Students wishing to obtain the name of an assigned academic counselor should contact the academic department, the advisement center or the registrar’s office.

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

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

CHANGE OF ADVISOR
Ordinarily a student will retain the advisor assigned by the graduate program director. An individual wishing to change advisors should get a “Change of Advisor” form from the registrar’s office and obtain the required departmental signatures before returning the form to the registrar’s office for processing.

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

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

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

CHALLENGE EXAMINATIONS
The D’Youville College undergraduate catalog lists policy regarding challenges to undergraduate coursework. No graduate courses may be challenged.

CHANGE OF NAME, ADDRESS AND PHONE
It is the responsibility of each individual student to notify D’Youville College, in writing, of any change of name, address or phone number. Forms are available in the registrar’s office.

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

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

Prior to registration, the student must consult with the academic advisor and clear with the student accounts office. Students must obtain their access PIN number from their academic advisor to register online. At the time of registration, the student must be in compliance with New York state health laws.

Student schedules are available online at www.dyc.edu under the Student and Course Information link (STACI), in the registrar’s office (KAB, Room 221) and the Connections office (AC, Room 100).
Once officially registered, the individual is responsible for payment of tuition and fees. No one will receive credit for a course unless officially registered for it.

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

**CHANGE OF REGISTRATION (DROP/ADD PROCEDURE)**

Students may change their course selection by submitting a completed drop/add form to the registrar’s office during the scheduled drop/add period at the beginning of each semester. Matriculating students need an advisor’s signature on the drop/add form when adding or deleting a course. If a student merely wishes to change the section but retain the same course, only the student’s signature is needed on the form. However, in those majors where student schedules are constructed with a pre-determined block of courses and/or laboratories, the signature of the chair is necessary to authorize a change of section.

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

**CPR CERTIFICATION**

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

**COMPLETION OF 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 a approved dissertation proposal and have five years in which to satisfactorily complete and defend their dissertation. Students who do not complete their programs within the time frame must petition for an extension of the time limit through the graduate studies office.

**COMPLETION OF MASTER’S DEGREE REQUIREMENTS**

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

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

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

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

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

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

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

**EXIT INTERVIEW**

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

**EXTENSION TO COMPLETE GRADUATE DEGREE**

A petition for an extension of time to complete the graduate degree must be accompanied by a completed “Request for Extension of Time to Complete the Master of Science Program” form, available in the graduate studies office in ALT, Room 111.

The form is to be forwarded to the graduate studies office via the student’s graduate research director. The form will then be forwarded to the chairperson of the graduate certification, policies and standards committee. The chairperson of the graduate certification, policies and standards committee forwards the committee recommendation to the graduate council. Copies of the form with the final disposition will be given to the graduate research director, department chair and associate vice president for academic affairs, with the original placed in the student’s file. The registrar’s office must be notified of changes to anticipated graduation dates.
EXAMINATIONS
D’Youville course examinations are given at the option of the instructor. Final examinations are scheduled by the registrar at the end of the semester. The final examination period commences after study days as noted in the college calendar. Normally, final examinations are scheduled for Monday evening and all day Tuesday through Friday following the end of classes. Examinations for Saturday classes are announced by the professor.

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

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

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

The graduate student undertaking such a project should have an appropriate background preparation in the subject. Independent study courses will be designated by the discipline code letters, the numerals 679 (fall offering) or 680 (spring offering) and the initials IS, e.g., NUR 679IS. The title will reflect the course content. The graduate student must complete a written proposal of the study and obtain the approvals as indicated on the independent study application form for graduate students available in the registrar’s office.

REPEATING A COURSE
1. Students may opt to repeat any course once. Special permission must be obtained for a second repeat of any course; forms are available in the registrar’s office. In each case, the original grade will be replaced by the second grade earned, whether higher or lower, when calculating the Q.P.A. Students must complete and submit the appropriate form at the time of registration for a second repeat of a course. Students should take note that, if the repetition is not required by the college, New York state will not allow the credit-hours for the course to determine the minimum course load required for financial aid purposes.

2. Students who fail a course or do not meet minimum course requirements for a department or program at D’Youville College may only replace the failure by taking/passing the course at D’Youville College. Only by special permission would a student be allowed to register off-campus for a course failed at D’Youville College according to the following conditions:
   a. Permission must be secured beforehand.
   b. Permission must be recommended by the department chair and forwarded to the vice president for academic affairs for final decision.

WITHDRAWAL FROM A COURSE
In order to withdraw from a course at any time, a student must complete a course withdrawal (“drop/add”) form, obtain the signature of the advisor and return the form to the registrar’s office before the end of the tenth week of the semester. A grade of W appears on the transcript when the student withdraws after the end of the drop/add period. Students who do not follow this procedure and merely stop attending class will receive a grade of F for the course. DISCONTINUANCE OF ATTENDANCE OR NOTIFYING THE INSTRUCTOR ALONE DOES NOT CONSTITUTE OFFICIAL WITHDRAWAL. A GRADE OF F IS RECEIVED FOR A COURSE FROM WHICH A STUDENT DOES NOT OFFICIALLY WITHDRAW.

Grading

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Definition</th>
<th>Quality Points Per Semester</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
<td>87-89</td>
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<tr>
<td>B-</td>
<td>3.00</td>
<td>83-86</td>
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<tr>
<td>C+</td>
<td>2.67</td>
<td>80-82</td>
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<tr>
<td>C*</td>
<td>Average</td>
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<td>77-79</td>
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<tr>
<td>C-</td>
<td>2.00</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.67</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>1.33</td>
<td>67-69</td>
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<tr>
<td>D-</td>
<td>Less than average</td>
<td>1.00</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>Minimum passing grade</td>
<td>0.67</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>Below 60</td>
</tr>
<tr>
<td>FX</td>
<td>Failure for non-attendance</td>
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</tr>
<tr>
<td>I**</td>
<td>Incomplete</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IA**</td>
<td>Absent for semester exam</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IS**</td>
<td>Incomplete, progressing satisfactorily</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>IP**</td>
<td>Course in progress</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Course repeated</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory completion of minimal requirements for course</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>W***</td>
<td>Withdrawal without penalty</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
** TEMPORARY GRADES:** An IA automatically becomes an F if the student does not complete a deferred examination before the date determined by the professor involved. An I becomes an F or a U if the work is not completed before the end of the eighth week of the next semester in which the student is enrolled. IS and IP grades will be replaced with the earned grade upon course completion.

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

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

**GRADE REPORTS**
Approximately two weeks after the close of the semester, grade reports are available to students via the D’Youville Web site under the current students link STACI. If a mailed grade report is requested for employment or health insurance verification, it will be sent to the permanent address provided by the student.

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

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

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

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

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

**GRADES IN GRA 629**
Graduate students receiving a second consecutive grade of unsatisfactory (“U”) in GRA 629 will be dismissed from the program.

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

**GRADUATION**
There is one commencement ceremony each May at which time the prior December, current May, and anticipated August graduates are honored. Graduate students must clear for graduation with the registrar and file their intent to graduate no later than six months prior to their graduation in December, May, or August.

Notification of the completion of requirements other than course work, as indicated on the “Certification of Approval of All Graduate Non-Course Requirements for Graduation” (green sheet) from the graduate studies office must be received in the registrar’s office with all signatures no later than May 1, August 1, or December 1, or the student’s graduation date is moved to the next conferral period.

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

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

**LICENSURE**
All nursing students taking clinical courses must show proof of being currently licensed to practice nursing in a jurisdiction in the United States or Canada, or eligibility for New York state or Ontario licensure. All family nurse practitioner students must provide proof of licensure in a jurisdiction of the United States. Physical therapy students matriculating in the transitional DPT program must provide proof of licensure to practice physical therapy in a jurisdiction of the United States or Canada. Note: For students in programs requiring licensure, registration or certification for entry into practice, please note that graduation from an academic program does not guarantee licensure, registration and/or certification. For additional information, refer to the degree program section of this catalog and/or contact the department chair of a specific program.
MALPRACTICE INSURANCE
All nursing students must show proof of carrying malpractice insurance, a copy of which is placed in the student’s file. This is required for clinical courses and the teaching practicum.

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

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

MEDICAL LEAVE OF ABSENCE
Graduate students who must interrupt their studies for medical/health reasons should contact either the health center or the counseling center. Documentation from the attending health care professional must be provided and should include the expected date of return.

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

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

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

In general it is expected that most infractions will be handled between the student and the faculty member. Serious or repeated infractions, however, will be reported to the student’s academic major program as defined below and to the vice president for academic affairs.

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

PROCEDURES FOR ALLEGED VIOLATIONS OF THE D’YOUVILLE COLLEGE POLICY ON ACADEMIC INTEGRITY
An instructor who has knowledge that a student has committed a violation of the policy on academic integrity may respond as outlined above. If the student wishes to appeal the faculty member’s decision, then the faculty member will, upon notification of the initiation of this appeal, notify in writing the student’s academic major program director. If the student has no academic major, the department chair in which the student receives academic advisement will be notified.

Appeals from the instructor’s decision will be made first to the instructor’s chair or program head; then to the college judicial review board; then to the academic integrity board; and then to the academic vice president, whose decisions will be final. An adverse decision may subject the student to additional program specific sanctions. In the event that the appeal is not upheld, a record of the violation and the penalty imposed will be part of the student’s academic record (department and registrar's office) while at the college.

If the student’s records show prior offenses of the academic integrity policy, the matter will be reported to the student’s program director and the academic vice president. The program director will decide upon appropriate sanctions and the matter will be reviewed by the academic integrity board. The decision of the academic integrity board can be appealed to the academic vice president, whose decision will be final.

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

The academic integrity board will be comprised of the members of the academic policies committee of the faculty council. Members of the committee who are involved in the alleged violation will recuse themselves from the proceedings. Sanctions for second and subsequent violations of the academic integrity policy require approval by members of this board and are as follows:

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

RECNENCY 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.
The purpose is to provide
1.800.777.3921
ials to comply in good faith with
WWW.DYC.EDU
2. Any student in an institution of higher education who is unable,
1.
ons, states the following:
unable because of religious beliefs to attend classes on certain
religious holidays. State Education Law S224-a, regarding students
D’Youville College complies with state regulations regarding
RELIGIOUS HOLIDAYS
D’Youville College complies with state regulations regarding
religious holidays. State Education Law S224-a, regarding students
unable because of religious beliefs to attend classes on certain
days, states the following:
1. No person shall be expelled from or be refused admission as a
student to an institution of higher education for the reason that
he/she is unable, because of religious beliefs, to attend classes
or participate in any examination, study or work requirement
on a particular day or days.
2. Any student in an institution of higher education who is unable,
because of religious beliefs, to attend classes on a particular day
or days shall, because of such absence on the particular day or
days, be excused from any examination or any study or work
requirements.
3. It shall be the responsibility of the faculty and the administrative
officials of each institution of higher education to make available
to each student who is absent from school because of religious
beliefs an equivalent opportunity to make up any examination,
study or work requirements the student may have missed
because of such absence on any particular day or days. No
fees of any kind shall be charged by the institution for making
available to the student such equivalent opportunity.
4. If classes, examinations, study or work requirements are
held on Friday after 4 p.m. or on Saturday, similar or make-
up classes, examinations, study or work requirements shall
be made available on other days, where it is possible and
practicable to do so. No special fees shall be charged to
the student for these classes, examinations, study or work
requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of
the faculty and of the administrative officials of each institution
of higher education to exercise the fullest measure of good
faith. No adverse or prejudicial efforts shall result to any
student who makes use of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any
faculty or administrative officials to comply in good faith with
the provisions of this section shall be entitled to maintain
an action or proceeding in supreme court of the county in
which such institution of higher education is located for the
enforcement of rights under this section.

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

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an action or proceeding in supreme court of the county in
which such institution of higher education is located for the
enforcement of rights under this section.

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

SEQUENCE FOR COMPLETING PROGRAM
REQUIREMENTS
Students are expected to complete their program in the following
sequence:
1. Completion of coursework, including internships or practicum,
concurrently with the following activities:
2. Completion of the thesis/dissertation proposal, thesis/
dissertation proposal presentation, IRB application, thesis/
presentation day;
OR
Completion of the project and its related activities as
determined by each graduate program.
3. Review and approval of the thesis/dissertation manuscript by
the office of graduate studies outside reader;
OR
Approval of the project as determined by each graduate
program.
4. Submission of signed green sheets form to the office of
graduate studies with all required documentation and receipts.

WITHDRAWAL FROM THE COLLEGE
A student intending to withdraw from D’Youville must contact the
department chair in person or in writing and submit the proper
withdrawal forms to the registrar’s office.
Withdrawal will be considered effective on the date the written
intent of withdrawal is received. The procedure is not complete
until the written intent has been properly filed with the college.
If the withdrawal procedure is completed mid-semester,
courses for which the student is currently enrolled will be
assigned the grade of W. No tuition refund will be made after the
sixth week of the semester or after dates stated in the summer
session brochure.
Discontinuance of attendance, notifying instructors or mere
telephone contact with college personnel DOES NOT constitute
an official withdrawal. Students remain both academically and
financially responsible for all courses for which they have enrolled
until the withdrawal procedure has been finalized with the
registrar’s office.
Students withdrawing from a graduate program must have an
exit interview and should see the director of their graduate program
for additional information.
Academic Programs

Doctoral Degree Programs
D’Youville College offers doctoral degrees in the following:
- Doctor of Chiropractic (DC)
- Educational Leadership (EdD)
- Health Policy and Health Education (EdD)
- Doctor of Physical Therapy (DPT)
- Transitional Doctor of Physical Therapy (t-DPT)

Master Degree Programs
D’Youville College offers master of science degrees in the following:
- Early Childhood Education (MS)
- Childhood Education (MS)
- Middle Childhood Education (Generalist) (MS)
- Middle Childhood Education (Specialist) (MS)
- Adolescence Education (MS)
- Special Education (Early Childhood) (MS)
- Special Education (Childhood) (MS)
- Special Education (Middle Childhood - Generalist) (MS)
- Special Education (Middle Childhood - Specialist) (MS)
- Special Education (Adolescent) (MS)
- Teaching English to Speakers of Other Languages (MS)
- Health Services Administration (MS)
- International Business (MS)
- Nursing (MS)
- Clinical Nurse Specialist in Community Health Nursing (MS)
- Nurse Practitioner (MS)
- Occupational Therapy (MS O.T.)

Two-degree programs are offered in the following:
- Accounting (BS) and International Business (MS)
- Biology (BS) and Chiropractic (DC)
- Health Services (BS) and Physical Therapy (DPT)

Dual-degree programs are offered in the following:
- Dietetics (BS/MS)
- Information Technology (BS) and International Business (MS)
- International Business (BS/MS)
- Nursing (BS/MS)
- Human Occupation (BS) and Occupational Therapy (MS)
- Physician Assistant (BS/MS)

A dual degree in nursing is available for registered nurses with an associate degree (BSN/MS).
RN students may choose the master of science in either of the following:
- Nursing (MS)
- Clinical Nurse Specialist in Community Health Nursing (MS) for the combined RN-BS/MS degree

Descriptions of the combined BS/MS, BSN./MS, or RN-BS/MS programs are available in detail in the D’Youville College undergraduate academic catalog.
## Graduate Degree Programs

<table>
<thead>
<tr>
<th>PROGRAM CODE</th>
<th>NAME</th>
<th>DEGREE</th>
<th>HEGIS CODE</th>
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<td><strong>BUSINESS &amp; MANAGEMENT:</strong></td>
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<td>Clinical Research Associate</td>
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<td>Nursing and Health Related Professions Education.</td>
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*Not described in this catalog. Students are referred to the detailed descriptions of these programs included in the D’Youville College undergraduate academic catalog.

**Only the professional degree portion of this program is described in this catalog. Students are referred to the D’Youville College undergraduate academic catalog for detailed description of the chiropractic pre-professional degree programs.
Doctoral Programs
COURSES OF INSTRUCTION

Doctor of Chiropractic

PROGRAM

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

The program is approved by the New York Board of Regents and is registered with the New York State Education Department. The curriculum is designed to meet and/or exceed the most current Standards of the Council on Chiropractic Education (CCE). The doctor of chiropractic degree program is accredited by the Commission on Accreditation of the Council on Chiropractic Education (CACChEd). The doctor of chiropractic degree program is accredited by the Commission on Accreditation of the Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ 85258-4321. Tel: 480-433-8877.

Students who complete D'Youville's doctor of chiropractic program are eligible for licensure in most states and Canadian provinces and many foreign countries. Some locations require specific pre-professional studies and/or multi-part Physiotherapy and Practical Examinations. Students are expected to contact the Governing Board in the jurisdiction(s) in which they wish to practice, prior to application.

PROGRAM MISSION STATEMENT

D'Youville College's doctor of chiropractic program strives to prepare knowledgeable and highly skilled primary health care practitioners – through research, related scholarly activities and service – to achieve excellence in expressing the science of chiropractic and the art of healing.

ADMISSION REQUIREMENTS

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

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

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

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

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

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

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

   ** The chemistry requirement may be met with at least eight (8) credits of chemistry course(s) with lab(s) and four (4) credits in either a general chemistry or a biochemistry course with unduplicated content.

   *** The physics requirement may be met with at least six (6) credits of physics course(s) with lab(s). Three of the six credits may be substituted with a three (3) credits in biomechanics, kinesiology, statistics or exercise physiology.

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

c. Students who have earned a portion of the prerequisite credits through examination or means other than formal course work, as identified by an institution accredited by a nationally recognized agency, which formally has accepted or awarded such credits, may be admitted upon receipt of such evidence.

d. Students who hold a degree leading to licensure/registration in a health science discipline at the baccalaureate level or above with an earned cumulative grade point average of at least 2.50 on a scale of 4.0, or who hold a baccalaureate degree from an institution accredited by a nationally recognized accrediting agency with an earned grade point average of at least 3.25 on a scale of 4.0, may be admitted to the D.C.P. upon presenting evidence that their academic preparation substantially meets the requirements for admission.
STUDENTS ADMITTED TO THE D.C.P. FROM INTERNATIONAL INSTITUTIONS
Each student admitted to begin the D.C.P. on the basis of academic credentials from institutions outside the United States must meet the following requirements:

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

TRANSFER POLICIES
STUDENTS TRANSFERRING FROM ANOTHER INSTITUTION OR SEEKING ADVANCED STANDING
Each student transferring credits applicable to the D.C.P. must meet the following requirements:

a. The applicant for transfer from another D.P.C. program must meet the admissions requirements that were in force at the admitting D.C.P. on the date the student originally enrolled in the D.C.P. from which the transfer is being made.
b. Credits considered for transfer must have been awarded for courses taken in a D.C.P. accredited by the CCE or in a program accredited as a first professional degree in one of the health sciences by another nationally recognized accrediting agency, or in a graduate program in an academic discipline closely related to the health sciences offered by an institution which is recognized by a national accrediting agency.
c. Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.00 on a 4.00 scale or better will be considered for transfer.
d. Credits accepted for transfer must be determined to be substantially equivalent to courses offered by D’Youville.
e. Credits accepted for transfer must have been awarded within five years of the date of admission, except that D’Youville may at its option accept older credits if the entering student holds an earned doctorate in one of the health sciences (e.g., D.C., M.D., D.O., D.D.S., D.P.M.) or a graduate degree in an academic discipline closely related to the health sciences.
f. Credits accepted for transfer from institutions outside the United States must be accompanied by evidence of the individual student’s proficiency in the subject matter of each course for which credits are accepted.
g. Transfer students must complete all of the internship requirements at DYC.
h. Students may not transfer more than 50% (57 credits) of chiropractic specific courses.

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

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

2. To be eligible for internship status, the student must be in good academic standing, must have successfully completed all prerequisites and must have passed the clinical services entrance requirements. These requirements must include documented evidence that the student has completed a minimum of 150 clock hours of supervised practice labs, during which at least 15 chiropractic encounters for correction of vertebral subluxations are accrued; and further, that the assessments, diagnoses, treatments and evaluations of these subluxations must be judged to have been rendered competently.

3. The internship program requires the students to complete a minimum of 600 clock hours of practice experience in chiropractic labs and/or at the college’s chiropractic clinics under the direct supervision of qualified faculty, as well as completion of the intern certification examination process.

4. The certification examination process includes a written examination and a clinical performance competency evaluation. The written examination is comprehensive in nature. It includes questions designed to test the student’s attitudes, knowledge and skills in the following areas of practice: history taking, physical examination, neuromusculoskeletal examination, bio-psycho-social-spiritual assessment, diagnostic studies, diagnosis, case management, chiropractic adjustment and manipulation, emergency care, case follow-up and review, record keeping, doctor-patient relationships, professional issues, and research and other scholarly activities.

5. To be eligible for externship status the student must be in good academic standing, must have successfully completed all prerequisites, and must have passed the clinical certification examination process. Successful completion of the externship program will require the students to complete, under the supervision of licensed chiropractic practitioners who hold appointment as clinical adjunct professors of chiropractic, a minimum of 600 clock hours of clinical practice taking place in community-based chiropractic clinics.
6. To meet minimum clinical competency requirements (CCE standards), students and faculty will be required to maintain documented evidence that, by the completion of the program, each student will have been evaluated and will have demonstrated clinical competency in the performance of the following essential elements of patient care:
   • A history on 20 different patients (16 must be non-student* patients);
   • An examination on 20 different patients (16 must be non-student* patients), and clinical examination involving 15 different case types (which may be included among the 20 different patients, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance learning or other reasonable alternative);
   • Interpretations, while enrolled in both the didactic and clinical phases of the D.C.P. of clinical laboratory tests to include at least 25 urinalysis, 20 hematology procedures such as blood counts, and 10 clinical chemistry, microbiology or immunology procedures or profiles on human blood and/or other body fluids;
   • 20 radiographic studies (25 percent must be evaluated for the technical component, 100 percent must be evaluated for the interpretive component), and interpretation of radiographic studies involving 15 different case types (which may be included among the 20 radiographic studies, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance learning or other reasonable alternative);
   • A diagnosis on 20 different patients (16 must be non-student* patients), each with defined case management plans, and diagnosis of 15 different case types, each with defined case management plans (which may be included among the 20 different patients, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance learning or other reasonable alternative);
   • 250 chiropractic adjustments or manipulations, at least 200 of which must be spinal adjustments, provided during 250 separate encounters (200 must be non-student* patients), of which at least 75 must be assessed through direct observation;
   • Evaluating and managing at least 15 cases (to increase by five every two years to a maximum of 35 after September 2011, i.e., 20 after the beginning of the fall 2005 term, 25 after the beginning of the Fall 2007 term, 30 after the beginning of the Fall 2009 term and 35 after the beginning of the fall 2011 term) which, due to their complexity, require a higher order of clinical thinking and integration of data. This would include cases which demand the application of imaging, lab procedures or other ancillary studies in determining a course of care, or cases in which multiple conditions, risk factors, or psychosocial factors have to be considered. A minimum of ten cases must be live-patient cases (eight of which must be non-student* patients). In the remaining cases, the student may assist, observe, or participate in live, paper-based, computer-based, distance learning, or other reasonable alternative.

7. The doctor of chiropractic program requires that each student awarded the D.C. degree must earn not less than 25% of the total credits required for the D.C. degree from D’Youville College.
8. For financial aid purposes, students enrolled in this professional degree program may apply for graduate financial aid assistance.

REQUIRING THE CHIROPRACTIC COLLEGE ASSESSMENT TEST (CCAT)

We recognize that the decision to pursue a DC degree is an important one. We also recognize that the decision to admit a student to the program brings with it our commitment and obligation to assist the student in being successful in obtaining and realizing their academic goal.

The Chiropractic College Assessment Test (CCAT) results have been shown to be highly correlated with success in chiropractic programs. The CCAT test may be required for program applicants whose academic records raise questions as to whether or not the student will be successful in meeting the academic challenges of the program.

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

ACADEMIC PROBATION

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

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

*A non-student patient is any patient other than a student of the D.C.P. and a student intern’s spouse, parents or children.
PERFORMANCE QUALIFICATIONS
The college makes every effort to accommodate physically handicapped students; nevertheless, the standards of chiropractic professional practice must be upheld. The following performance qualifications are required for participation in the professional D.C. degree program:

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

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

COURSE REQUIREMENTS

DOCTOR OF CHIROPRACTIC (D.C.)
DEGREE: BS BIOLOGY (PRE-PROFESSIONAL)

REQUIRED COURSES: CREDITS

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<td>BIO 508 Anatomy and Physiology Lab II</td>
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SUBTOTAL .................................................. 28

RESEARCH:

| GRA 600 Theory Development | 3 |
| GRA 600 Theory Development | 3 |
| GRA 601 Research Methods and Design | 3 |

SUBTOTAL .................................................. 6

Project Option Requirements

| CHR 626 Project Seminar | 2 |
| CHR 627 Project Advisement | 1-3 |

SUBTOTAL .................................................. 3-5

Thesis Option Requirements

| GRA 610 Thesis Seminar | 3 |
| GRA 629 Thesis Advisement | 3-6 |

SUBTOTAL .................................................. 6-9

SUPPORTIVE:

| HSA 606 Culture, Health and Health care | 3 |
| SOC 600 Epidemiology | 3 |
| PHI 600 Philosophical Methods | 3 |
| PHI 609 Ethics in Health care | 3 |

SUBTOTAL .................................................. 12

CHIROPRACTIC:

| CHR 600 Intro. to Chiropractic History, Philosophy, Theory and Practice | 5 |
| CHR 601 Analysis and Adjustable Techniques I | 7 |
| CHR 602 Analysis and Adjustable Techniques II | 7 |
| CHR 603 Analysis and Adjustable Techniques III (Ortho I) | 7 |
| CHR 604 Analysis and Adjustable Techniques IV (Ortho 2) | 7 |
| CHR 605 Diagnostic Imaging I | 7 |
| CHR 606 Diagnostic Imaging II | 7 |
| CHR 607 Diagnostic Imaging III | 7 |
| CHR 608 Diagnostic Imaging IV | 7 |
| CHR 609 Applied Neurology | 7 |
| CHR 610 Nutrition Throughout The Lifecycle | 3 |
| CHR 611 Nutrition And Health | 3 |
| CHR 612 Diet Therapy | 2 |
| CHR 613 Pharmacology I | 3 |
| CHR 614 Pharmacology II | 3 |
| CHR 615 History and Physical Exam | 3 |
| CHR 616 Physical Diagnosis I | 5 |
| CHR 617 Physical Diagnosis II | 5 |
| CHR 618 Physical Diagnosis Clinical Lab I | 3 |
| CHR 619 Physical Diagnosis Clinical Lab II | 3 |
| CHR 620 Clinical Neuroscience | 5 |
| CHR 621 Physiologic Therapeutics | 5 |
| CHR 622 Entrepreneurship | 3 |
| CHR 623 Clinical Internship I | 7 |
| CHR 624 Clinical Internship II | 7 |
| CHR 625 Clinical Externship | 7 |

SUBTOTAL .................................................. 135

Total Credits Required for the D.C.

Project Option ........................................... 184-186
Thesis Option ............................................ 187-190
Educational Leadership

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

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

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

APPLICATION REQUIREMENTS
Prospective applicants should forward the following materials to the graduate admissions office:
1. A completed doctoral application with a non-refundable application fee.
2. Official undergraduate and graduate transcripts.

In addition to the application procedure, candidates must present the following:
- A completed master's degree, or a minimum of 30 graduate credit-hours with grades of B or better.
- Evidence of active involvement in the education field (preferably over a period of at least two years), including demonstration of leadership and professionalism in education.
- A minimum graduate grade point average of 3.25 (based on a 4.0 system).
- Two letters of reference from graduate professors and employers/supervisors focusing on the applicant's potential for success in the doctoral program.
- A brief biographical sketch (500-1000 words) and written statement of goals for pursuing doctoral study.
- One writing sample from within your graduate program coursework, not to exceed 30 pages in length.

Meet with graduate admissions for a personal interview. Applications for admission are considered on a competitive basis.

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

TRANSFERRING CREDITS
Students may transfer up to 45 graduate credits with grades of B or better at the discretion of the program director. Credits must be from an accredited institution in courses appropriate to the program. In the event applicants have fewer than 45 hours of prior graduate work, prerequisite courses will be necessary to complete the total required.

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

ACADEMIC REGULATIONS
In addition to the general academic regulations for graduate programs, the following regulations apply for this doctoral program:
- Doctoral students are required to receive a grade of B or higher in all courses in the educational leadership curriculum. Students who receive less than a B will have to repeat that course. A course may be repeated one time only. The original grade will be replaced by the second grade whether higher or lower.

ADDITIONAL REQUIREMENTS
In addition to the above course work, students are also required to complete the following:
- Complete a comprehensive examination at the completion of the comprehensive core and professional concentration. Students must successfully pass the comprehensive examination before proceeding to take EDL 721 and EDL 722. (See the doctoral programs in education student handbook for comprehensive examination policies and procedures.)
- Present a defense of the dissertation proposal and completed dissertation. (See the doctoral programs in education dissertation handbook for a detailed presentation of the dissertation requirement.)
DOCTORAL POLICIES ON STUDENT MISCONDUCT
In addition to the college’s policy regarding academic integrity (see the Student Handbook: Doctoral Programs), the doctoral programs affirm that students enrolled in any of D’Youville College’s doctoral programs are expected to demonstrate the highest standards of personal behavior and professional conduct in academic and educational environments. Dishonesty or misconduct in any form, whether academic or professional, will not be tolerated by program faculty. Unprofessional behavior in any educational setting, including on- or off-campus fieldwork experiences, may result in failure of the course regardless of the mastery of all other course requirements, and may result in immediate dismissal from the program.

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

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

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

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

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

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

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

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

- Two letters of reference from graduate professors and employers/supervisors focusing on the applicant’s potential for success in the doctoral program.
- Completion of a master’s degree, or a minimum of 30 graduate credit-hours, with grades of B or better.
- Evidence of active involvement in the health care or health education field (preferably over a period of at least two years), including demonstration of leadership and professionalism in health policy or education.
- Personal interview.
- Minimum graduate grade point average of 3.25 (based on a 4.0 system).
- A brief biographical sketch (500-1,000 words) and written statement of goals for pursuing doctoral study.
- One writing sample from within your graduate program coursework, not to exceed 30 pages in length.

Applications for admission are considered on a competitive basis.

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

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

**ACADEMIC REGULATIONS**
In addition to the general academic regulations for graduate programs, the following applies for the EdD program in health policy and health education:

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

**PREREQUISITES**

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

HEALTH POLICY AND HEALTH EDUCATION

DEGREE: EDD

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

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

OR

IN THE HEALTH EDUCATION CONCENTRATION:
DHE 701 Professional Health Education: History and Philosophy 3
DHE 702 Practicum in Adult Learning 3
DHE 703 Assessment of Individual and Group Performance 3
DHE 704 Computer Applications in Health Education 3
TOTAL 12

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

PREPARATION FOR DISSERTATION:
DED 721 Advanced Research Methods in Health Care Systems 3
DED 722 Proposal Identification, Development and Completion 3
TOTAL 6

DISSERTATION:
DED 801 Dissertation Research, Writing and Defense 9
TOTAL 9

TOTAL Required for EdD 45

ADDITIONAL REQUIREMENTS

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

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

- Present a defense of the dissertation proposal and completed dissertation. (See the doctoral programs in education dissertation handbook for a detailed presentation of the dissertation requirement.)

DOCTORAL POLICIES ON STUDENT MISCONDUCT

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

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

Students wishing to appeal the decision of the director of doctoral programs may do so with the vice president for academic affairs.
Physical Therapy
ENTRY LEVEL PROGRAM
DOCTOR OF PHYSICAL THERAPY (DPT)

The graduate entry-level doctor of physical therapy (DPT) program is offered to applicants who have completed a bachelor's degree and undergraduate prerequisites required by the P.T. department. The graduate professional program is also offered as part of a two-degree program to D'Youville College undergraduate students, where students can choose a pathway through health services in coordination with the health services administration department or through biology in the math and natural sciences department. The three-year graduate DPT program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association, [Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; Web site: www.capteonline.org] and registered with the New York State Education Department (NYSED).

The DPT curriculum involves 108 credit-hours and includes traditional college coursework, distance learning, clinical fieldwork affiliations and required graduate research. Coursework in the doctoral program begins in the fall semester of the first year of graduate study and runs through nine consecutive semesters to typically be completed by August of the third year. D'Youville's unique 36-month doctoral professional program is organized as 12-month curricula, allowing students to enter practice in a minimum of time. D'Youville's physical therapy programs offer quality clinical fieldwork experiences at a choice of more than 300 clinical sites. Internet discussion runs concurrently with clinical fieldwork so that students always have a connection to the faculty, regardless of where they choose to do their fieldwork.

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

POST-PROFESSIONAL PROGRAM:
TRANSITIONAL DOCTOR OF PHYSICAL THERAPY (T-DPT)

In addition to D'Youville's entry-level program, the department offers a post-professional DPT program (transitional DPT) to licensed physical therapists seeking to update their credentials. Licensed D'Youville College alumni seeking to upgrade their degree status from MPT to DPT are eligible for admission into the transitional doctor of physical therapy program. Experienced licensed professionals at the bachelor's-prepared level may require some prerequisite course work to be eligible for admission. The program requires a total of 22 credits and may be completed within a 12-18 month period.

ADMISSION REQUIREMENTS – ENTRY-LEVEL PROGRAM DEGREE CANDIDATES (DPT)
Applicants to the doctor of physical therapy (DPT) must submit a graduate application to the graduate admissions office to be evaluated on the basis of:

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

PREREQUISITE COURSES EQUIVALENT TO THE FOLLOWING D'YOUVILLE COLLEGE COURSES:

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

Social & Behavioral Sciences
- Principles of Sociology or Social Problems
- General Psychology
- Developmental Psychology
- Medical Terminology

Qualified applicants meeting all other admission requirements for acceptance in the professional program, with the exception of PT specific undergraduate prerequisites, may be accepted into the program with matriculation pending completion of identified undergraduate coursework.
5. International students, whose language of instruction was other than English must submit a TOEFL (Test of English as a Foreign Language) score. Students must achieve a minimum score of 500 written or 173 computer based on the TOEFL.
6. A willingness to conform to published college and program policies.
7. Technical Standards
   Because of the number of essential psychomotor competencies and level of communication and clinical decision-making requirements of clinical fieldwork, the following technical standards are applied to all applicants and matriculants:
   a. Community-level mobility over a three city-block area with or without accommodation of ambulation or mobility aid
   b. From a seated position, the ability to lift an object (equivalent to a 10 lb. sack of potatoes) a vertical height of 16 inches and replace it with precision to its initial resting position without accommodation
   c. The ability to turn over five small disks equivalent to the size of five quarters with hand precision and efficiency without vision of the disks and without accommodation
   d. The ability to orally communicate a grammatically correct and cogent interpretation of a common proverb within a time period of three minutes. Interpretation should describe the general meaning of the proverb rather than literal meaning.
   e. The ability to fluently and sequentially describe and efficiently demonstrate the motor planning required to perform a familiar task such as tying one’s shoe or wrapping a package.

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

ADMISSION REQUIREMENTS – TRANSITIONAL DPT DEGREE CANDIDATES
Applicants to the transitional DPT program must present the following:
• Official transcripts indicating an entry-level M.P.T. or BS/MS degree in physical therapy or its equivalent as determined by independent review
• Minimum cumulative graduate G.P.A. of 3.0
• Current active license to practice physical therapy in the U.S. or its equivalent
• Licensed physical therapists with an entry-level bachelor’s degree are required to submit the APTA Physical Therapist Evaluation Tool (PTET).
• Two letters of recommendation addressing leadership potential and the ability to work with others
• International students whose language of instruction was other than English must submit a TOEFL (Test of English as a Foreign Language) score. Students must achieve a minimum score of 500 written or 173 computer based on the TOEFL.

GRADUATE APPLICATION PROCESS
(GRADUATE ADMISSIONS OFFICE)
Applications will be processed when the following items have been forwarded to the office of graduate admissions. The deadline for applications is November 30 for acceptance into the next cohort beginning in the fall semester.
1. Applicants must complete a D’Youville College application with a $25 (U.S. funds) nonrefundable processing fee; make checks payable to: D’Youville College-Application Fee. A free online application is available on the college Web site at www.dyc.edu.
2. Official transcripts of all undergraduate and, where applicable, graduate work
3. Evidence of completion of 60 or more hours of work with a vulnerable population (e.g. children, individuals who are socio/economically disadvantaged, clinical populations, individuals with disabilities); For t-DPT applicants: a letter from employer showing evidence of satisfactory work experience.
4. Two letters of recommendation addressing leadership potential and the ability to work with others
5. For transitional DPT applicants ONLY, a copy of current license to practice physical therapy in the U.S.
Graduate admissions counselors initially conduct application review. Once an application file is complete, then transcript/course review is conducted by designated P.T. department core faculty to determine equivalency of course content with specified undergraduate prerequisites for acceptance into the professional program.
ACADEMIC AND PROFESSIONAL REGULATIONS FOR THE DPT PROGRAM

In addition to the general academic regulations, all matriculating students in the graduate DPT physical therapy program must complete 108 credit-hours as required, which also includes the completion of a scholarly research project (or thesis completion equating to 111 credit-hours). Additional academic regulations of the physical therapy program, which are applicable to both full-time and part-time students, include the following:

a) A minimum grade of C is required for all courses. Students who do not earn a C in a required course will not be permitted to enroll in any courses with a PT prefix until the course grade of C is remediated. A course must be repeated with permission of the program faculty the next time it is offered. A course may only be repeated once.

b) Students may earn only two (2) grades of C, C+ or B- for graduate-level courses. Students who achieve a third grade below a B will be placed on academic probation and be required to submit a revised curricular plan to the PT Student Progress Committee for retaking at least one of the courses in which a grade below a B was earned.

c) Students who earn more than 3 courses below a B on the first attempt will be dismissed from the program.

d) A minimum cumulative G.P.A. of 3.0 must be maintained throughout the program. Any student who fails to earn a G.P.A. of 3.0 will immediately be placed on probation.

e) Students are required to obtain permission of department faculty and successfully complete all course-related competency exams prior to registration in clinical fieldwork. Permission may be denied on the basis of demonstrated weakness or inability to meet the program’s academic or professional standards.

f) All clinical fieldwork must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for a clinical fieldwork must receive formal approval of program faculty to repeat the fieldwork experience. All clinical fieldwork must be completed within 12 months of completion of professional academic coursework or repetition of academic courses may be required. A student will not be permitted to repeat more than one clinical fieldwork.

g) Students must successfully pass a comprehensive examination within the deadline established by the program in order to be cleared for graduation from the PT program. The exam may be repeated one time. A second unsuccessful attempt on the comprehensive examination will result in the student petitioning the PT Student Progress Committee for permission to make a third attempt.

h) Successful defense of the thesis or project, and submission of appropriate paperwork and fees is required for graduation from the program. Project sequence includes GRA 601, PT 621, PT 622, and a graduate elective course. Thesis sequence includes GRA 600, GRA 601, GRA 610 and GRA 629.

DEPARTMENT ACADEMIC PROBATION

A student will be placed on program academic probation when there is a failure to satisfy specific program academic standards or regulations. A student placed on academic probation will remain on probation for two full-time semesters or its equivalent, which immediately follow the date of probation. Academic deficiencies, which resulted in program academic probation must be corrected within the two semesters immediately following the date of probation. Failure to meet the academic standards during a probationary period will result in dismissal from the program.

STUDENT CONDUCT

Students enrolled in the D’Youville College physical therapy department are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Throughout the curriculum, students are assessed on their student conduct related to a set of generic abilities adopted by the profession. Areas of generic professional behaviors include interpersonal communication, problem-solving skills and responsibility. Personal integrity is considered an essential of practice, as such, this program has a policy of zero tolerance for academic dishonesty. Any student with documented areas of conduct deficiency will be reviewed by the program student progress committee. Actions related to improper student conduct may include a committee request for a student initiated contract of conduct remediation, program probation or dismissal from the program. Failure to meet student conduct standards during a probationary period or a serious breach of student conduct standards will result in dismissal from the program.

APPEALS

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

**PHYSICAL THERAPY DEGREE:**
**DOCTOR OF PHYSICAL THERAPY (DPT)**

**COURSE REQUIREMENTS FOR THE PROFESSIONAL PHASE**

In the specific area of concentration:

**CREDITS**

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<th>Course Code</th>
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<th>Credits</th>
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<td>BIO 639</td>
<td>Gross Anatomy</td>
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<tr>
<td>PT 500</td>
<td>Basic Skills I</td>
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<td>PT 500L</td>
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<td>PT 502</td>
<td>Pathophysiology for Physical Therapists</td>
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<td>PT 503</td>
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<td>PT 504</td>
<td>Clinical Orientation Seminar II</td>
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<td>PT 505</td>
<td>Introduction to PT. and Health Care Systems</td>
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<tr>
<td>PT 506</td>
<td>Exercise Physiology</td>
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<td>Exercise Physiology Lab</td>
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<td>PT 507</td>
<td>Health and Wellness</td>
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<td>PT 508</td>
<td>Biomechanics and Functional Kinesiology</td>
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<td>Life Span Development</td>
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<td>Basic Skills II/Lab</td>
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<td>Patient/Client Management in Orthopedic Physical Therapy</td>
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<td>PT 515</td>
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<td>PT 547</td>
<td>Pharmacology for Rehabilitation Specialists</td>
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<td>PT 550</td>
<td>Clinical Neuroscience</td>
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<td>PT 574</td>
<td>Clinical Fieldwork I</td>
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<td>Neurodevelopmental Physical Therapy in Pediatrics</td>
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<td>PT 612</td>
<td>Community Health and Wellness Through The Life Span</td>
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<td>PT 615</td>
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<td>PT 618</td>
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<td>PT 618L</td>
<td>Patient/Client Management in Rehabilitation Physical Therapy Lab</td>
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<td>PT 623</td>
<td>Integration Seminar III</td>
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<td>PT 648</td>
<td>Differential Diagnosis</td>
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<td>PT 674</td>
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<td>Client Education, Advocacy and Consultation</td>
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<td>PT 710</td>
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<td>PT 720</td>
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<td>HSA 613</td>
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**RESEARCH COMPONENT**

**CHOOSE EITHER PROJECT OR THESIS OPTION:**

Project Option Requirements:

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<th>Course Title</th>
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<td>GRA 601</td>
<td>Research Methodology and Design</td>
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<tr>
<td>PT 621</td>
<td>Physical Therapy Project I Seminar</td>
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<td>PT 622</td>
<td>Physical Therapy Project II Advisement</td>
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Thesis Option Requirements:

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<td>Theory Development</td>
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<td>Research Methodology and Design</td>
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<td>GRA 610</td>
<td>Thesis Seminar</td>
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<td>GRA 629</td>
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**TOTAL Required for D.P.T.** ........................................ 108-111

**Post-Professional Transitional Doctor of Physical Therapy Program (t-DPT)**

**ADDITIONAL COURSE REQUIREMENTS:**

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<thead>
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<td>PT 547</td>
<td>Pharmacology for Rehabilitation Specialists</td>
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<td>Critical Thinking and Critical Reasoning</td>
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<td>PT 710</td>
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<td><strong>TOTAL Required for t-DPT</strong></td>
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**D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU**
D’Youville – 100 Years in Photos

Seminar room of the library, 1956

The entire 1912 student body

The Class of 1975 gets ready for commencement

Working in the newly built Montante Family Library, 1999
D’Youville – 100 Years in Photos

Class of 1921 smile for the camera

Sporting new DYC apparel, 2005

Students smile at the 2007 commencement

Coop Shop run by students, 1945
Education

MASTERS PROGRAMS
The programs described here comply with the updated New York state regulations. These programs include early childhood, childhood, middle childhood (generalist and specialist), adolescence and special education. Teachable areas in the master of science in adolescent education include: biology, chemistry, earth science, English, French, Latin, mathematics, physics, social studies and Spanish. The special education degree programs lead to certification in Teaching Students with Disabilities (TSWD) with either adolescence or childhood specialties.

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

ADMISSION REQUIREMENTS
In addition to the general admissions requirements, applicants for MS degrees in early childhood education, childhood education, middle childhood education, adolescence education, special education or TESOL must have completed liberal arts coursework required by the New York State Education Department for certification and have a bachelor’s degree consisting of 120 undergraduate credits. In addition to a general education core requirement, students must have 30 credit-hours in content core with a minimum of six credit-hours from each of the following areas: English, social studies, mathematics, natural sciences, and foreign language.

Students applying for certification in TESOL are required to have at least 12 credit-hours of college-level study (or its equivalent) in a language other than English. Computer languages are not acceptable. The TESOL program leads to the MS Ed. Degree.

Middle childhood (specialist) and adolescence education students must have a 30-credit concentration in the certification area, at least six credit-hours of study in a foreign language and coursework towards a general education core requirement. Deficiencies must be made up before the student is eligible to student teach.

TRANSFER CREDIT POLICY
U.S. Students may transfer up to nine graduate credits with a B or better into their program at the discretion of the program director. Credits must be from an accredited institution in courses appropriate to the program being pursued. Ontario students must complete all courses in the graduate program in which they are enrolled.

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

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

1. Matriculating students in graduate education programs must complete all credit-hours required for their program. In order to be recommended for the master of science degree and/or for teacher certification in NYS, all candidates must complete either a thesis or must take a comprehensive examination at the completion of course work and prior to the student teaching practicum. Candidates who wish to choose the thesis option should refer to the Graduate Catalog and to the Thesis Handbook.

2. A student whose cumulative GPA is less than 3.0 for any semester is placed on probation the following semester. If the cumulative GPA is not 3.0 or better the following semester on probation, the student will be dismissed from the program. Graduate policies state that students who are dismissed from a graduate program may not be readmitted to the same program. (A student must have a cumulative GPA of 3.0 or better to graduate.)

3. A candidate who is on probation is not eligible to take the comprehensive examination or to register for the student teaching practicum.

4. A candidate whose cumulative GPA shows two or more courses with grades below a C in any semester will automatically be dismissed from the program without opportunity to retake either course. Graduate policies state that students who are dismissed from a graduate program may not be readmitted to the same program.

5. For candidates in the Adolescence Education Program or the Special Education/Adolescence Program, a grade of B or better is required for EDU 631 Secondary Content Methods. Candidates with grades below a B (B-, C+, etc.) will have to repeat the course. The course may be repeated only once and must be taken at D’Youville.

6. As required by the New York State Education Department, all education candidates are required to spend 100 hours in classroom field experiences prior to engaging in student teaching. Candidates for two certifications complete 150 hours of field experiences. The 100/150 hours of field experience are part of the course requirements for courses within each program.

7. Candidates must complete all DYC coursework in their program, have a cumulative GPA of 3.0 or higher, and be considered in good standing before being eligible to take comprehensive examinations.
8. Candidates who have more than six credits below a B (B-, C+, etc.) must retake one or more courses. The director of the program in which the candidate is registered will determine which courses must be retaken.

9. A grade below C (C-, D+, etc.) is considered failing in any graduate program in education.

10. A required course can be repeated only once and must be repeated at D'Youville. If the course is failed a second time, permission will not be given to take it a third time.

11. Candidates who have completed all course work have 4 semesters in which to take and pass the comprehensive examinations or thesis option (fall and spring semesters only are counted). A candidate can not be recommended for graduation and/or for teacher certification until the student has passed the comprehensive examinations.

12. D'Youville College can not recommend candidates for teacher certification unless they have taken and passed all required NYS examinations (LAST; ATS-W; CST).

TEACHING PRACTICUM

All graduate students in education must satisfy the minimum requirements for field experience in addition to adhering to arrival and departure times required of teachers, as well as attending appropriate school events such as open house. Students receive a letter grade (A, A-, B+, etc.) for field experience performance in the student teaching practicum. In order to be recommended for a teaching certificate by the college, a student must earn a grade of C or higher in the teaching practicum.

REQUIREMENTS FOR ALL STUDENT TEACHING PRACTICA:

Students in any of the graduate degree programs in education are required to complete a 14-week student teaching practicum. The number of credits required for the student teaching practicum varies by program. Refer to “Course Sequences for Full-time Students” to review requirements for individual programs. A one-credit student teaching seminar is required for all students registered in the student teaching practicum. Students who hold provisional certification in the area in which they are seeking the master’s degree are not required to complete the student teaching practicum. Students who hold initial certification or provisional certification in this area, are not required to complete a student teaching practicum for the childhood or adolescence programs, but are required to take an additional special topics course in place of student teaching. Students must meet with their program director to determine the topic and instructor for the special topics course and the topic must be approved by the program director.

FIELD EXPERIENCE PLACEMENT PROCEDURE

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

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

1. Establish eligibility by following the advisement process. The academic advisor should confirm that all coursework leading to certification has been successfully completed and the student’s cumulative G.P.A. is 3.0 or better.

2. Application forms are available on D’Youville College’s Web site. Read the application, profile and envelope directions. Items incorrectly completed will be returned. This will delay field placement.

3. The application must be typed and include a mailing address and phone number where the student can be reached between semesters. Students can request a Canadian school board or U.S. district or school, but there is no guarantee that this request will be fulfilled. Because this document will be sent to the board, district and/or school in which the student will be placed, it should indicate the names (not course numbers) of the professional education courses completed by the time of the practicum. Students in adolescence education must also list the names of the undergraduate and graduate courses taken in the area(s) of certification including biology, chemistry, physics, earth science, English, foreign language, mathematics and social studies. The application must look professional and may be returned to the student to be redone if it has errors. Five self-addressed, unstamped, unsealed envelopes must accompany the application, which must be given to the director of field experiences by the required date.

4. Students are required to be in compliance with health regulations prior to being permitted to participate in any field experiences.

5. As part of their application package, students must submit proof of having successfully completed the SAVE seminar and the Drug and Child Abuse Seminar.

6. In order to be eligible for student teaching, the student must have taken and passed the comprehensive examinations and otherwise be in good standing in the program.
**DIRECTED STUDY**
In unusual circumstances, a student may be permitted to take a course in the regular curriculum on a directed-study basis. Reasons for giving this permission are commonly related to the student's status (a) as a candidate for graduation whose program requires the course or, (b) as a transfer into the major for whom the course is unavailable because of the course scheduling rotation. A directed study will not be given if the course is offered during the semester in which the student needs the course to complete program requirements. The student must receive approvals as indicated on the directed study forms available in the registrar's office.

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

**PROFESSIONAL BEHAVIOR STATEMENT**
A student is to exhibit professional behavior when required to observe and/or participate in any field experience(s) for an education course. Unprofessional behavior in the field will result in failure in the course regardless of previous grades earned. Professional behavior is also required and expected in all classes. Unprofessional behavior on D'Youville grounds or while participating in any field experiences may result in referral to the student's program director. Depending upon the frequency and/or severity of the behavior, this referral may result in failure of the course or dismissal from the program, or both. The college may take appropriate action if a student's campus or off-campus behavior adversely affects the good name of the college or represents a threat to any individual, group or the order of the community. If action is necessary, due process shall be afforded to all parties.

**COMPREHENSIVE EXAMINATION OR THESIS REQUIREMENT**
Graduate education students may choose to complete either a comprehensive examination or a thesis in order to complete the research component of the degree program. Students must complete all education courses in the areas of concentration, including making up any academic deficiencies before taking the comprehensive examinations. A student who completes a thesis may take GRA 600, 601, 602 (if needed), 610 and 629, and must follow all thesis requirements as outlined in the thesis handbook. Education faculty members are usually not available to serve as thesis advisors during the summer. A statistics course is required for students who select the thesis option in any graduate education program.

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

**EDUCATION DEGREE: MS**

**EARLY CHILDHOOD EDUCATION (BIRTH TO GRADE 2)**

**IN THE AREA OF CONCENTRATION:**

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<td>Teaching Children's Literature</td>
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<td>Diagnostic and Corrective Reading</td>
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<td>Early Childhood Methods</td>
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**TOTAL Required for MS Ed. in Early Childhood Education**

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<td>Elementary School General Strategies</td>
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<td>Childhood Content Methods</td>
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**TOTAL Required for MS in Childhood Education** .................................. **39**

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**TOTAL Required for MS in Middle Childhood Education/Generalist & Specialist** .......... **36**
### EDUCATION DEGREE: MS
#### ADOLESCENCE EDUCATION
(Grade 7 to Grade 12)

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**TOTAL Required for MS in Adolescence Education:** 30

### EDUCATION DEGREE: MS
#### SPECIAL EDUCATION (EARLY CHILDHOOD)

**IN THE AREA OF CONCENTRATION:**  

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**TOTAL Required for MS in Special Education (Early Childhood):** 40
### EDUCATION DEGREE: MS SPECIAL EDUCATION (CHILDHOOD)

#### IN THE AREA OF CONCENTRATION: CREDITS

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**TOTAL Required for MS in Special Education (Childhood):** 40

### EDUCATION DEGREE: MS SPECIAL EDUCATION (MIDDLE CHILDHOOD/GENERALIST)

#### IN THE AREA OF CONCENTRATION: CREDITS

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**TOTAL Required for MS in Special Education (Middle Childhood/Generalist):** 40
**EDUCATION DEGREE:**
**MS SPECIAL EDUCATION**
*(MIDDLE CHILDHOOD/SPECIALIST)*

**IN THE AREA OF CONCENTRATION:**
**CREDITS**
- **EDU 621** Elementary School General Strategies .................. 3
- **EDU 625** Middle School Content Methods .......................... 3
- **SED 641** Options/Alternatives in Special Education Classroom Management .............................. 3
- **SED 642** Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities .................. 3
- **SED 643** Theoretical Perspectives in the Education of Individuals with Mild Disabilities .................. 3
- **SED 644** Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities .................. 3
- **SED 645** Practicum in Student Teaching .................. 6
- **SED 645X** Student Teaching Seminar .............................. 1
- **SED 649** Methods and Materials for Special Education .................. 3
- **EDU 651** Multiculturalism and Cultural Diversity .................. 3
- **EDU 652** Curriculum Planning in Education .................. 3
- **EDU 653** Critical Issues in Education .............................. 3
- **SED 656** Philosophical and Social Foundations of Education .................. 3
- **SED 692** Comprehensive Examinations .................. 0

**TOTAL Required for MS Ed. in Special Education**
*(Middle Childhood/Specialist)* ........................................ 40

**EDUCATION DEGREE:**
**MS SPECIAL EDUCATION (ADOLESCENCE)**

**IN THE AREA OF CONCENTRATION:**
**CREDITS**
- **EDU 613** Methods of Content Area Literacy .................. 3
- **EDU 631** Secondary School Content Methods .................. 3
- **SED 641** Options/Alternatives in Special Education Classroom Management .............................. 3
- **SED 642** Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities .................. 3
- **SED 643** Theoretical Perspectives in the Education of Individuals with Mild Disabilities .................. 3
- **SED 644** Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities .................. 3
- **SED 603** Practicum in Student Teaching .................. 6
- **SED 603X** Student Teaching Seminar .............................. 1
- **SED 649** Methods and Materials for Special Education .................. 3
- **EDU 651** Multiculturalism and Cultural Diversity .................. 3
- **EDU 652** Curriculum Planning in Education .................. 3
- **EDU 653** Critical Issues in Education .............................. 3
- **EDU 656** Philosophical and Social Foundations of Education .................. 3
- **SED 699** Comprehensive Examinations .................. 0

**TOTAL Required for MS Ed.**
in Special Education *(Adolescence)* ........................................ 40

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

**FIRST SEMESTER**
**CREDITS**
- **TSL 660** Introduction to Applied Linguistics .................. 3
- **TSL 662** Second Language Acquisition .................. 3
- **TSL 663** Methods I .............................. 3
- **TSL 664** Sociolinguistics .................. 3
- **EDU 652** Curriculum Planning in Education .................. 3
- **TSL 654** Computer Assisted Language Learning (CALL) .................. 3
- **TSL 658** Research in TESOL .................. 3
- **TSL 667** Methods II .............................. 3
- **TSL 668** Practicum in Student Teaching .................. 8
- **TSL 668X** Student Teaching Seminar .............................. 1
- **TSL 690** Comprehensive Examination .............................. 0

**TOTAL Required for**
**MS Ed. in TESOL** ........................................ 30
Health Services Administration

Masters Program

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

Admission Requirements

In addition to the general admissions requirements, applicants to the master’s of science degree in health services administration present the following:
1. Completion of a baccalaureate degree.
2. Two years full-time employment experience in a health-related facility if baccalaureate degree is not in a health-related or business-related area.

Academic Regulations

In addition to the general academic regulations, all matriculating students in the health services administration program fulfill the following requirement:
1. Completion of 42 credit-hours required. Additional credits in advisement or electives may be recommended.

Practicum

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

Course Requirements

Health Services Administration Degree: MS

Prerequisite Knowledge:

Applied statistical analysis
- GRA 602 - Computer-based laboratory course, one credit
Health Care or management experience
- two years of full-time experience

In the Area of Concentration

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<td>HSA 616 Human Resource Management in Health Care Organizations</td>
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<td>HSA 649 Financial Analysis and Strategic Management of Health Care Organizations</td>
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<td>HSA 653 Legal and Ethical Issues in Health Care Organizations</td>
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<td>HSA 669 Improving Performance of Health Systems</td>
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<td>HSA 652 Health Care Economics and Public Policy making</td>
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<td>SOC 600 Epidemiology</td>
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Electives (Choose ONE of the following):

- HSA 605 Aging in American Society
- HSA 606 Culture, Health, and Health Care
- HSA 654 Health Systems Labor Relations
- HSA 657 Advanced Decision Analysis
- HSA 668 Nursing Home Administration
- HSA 670 Health Services Consulting
- HSA 679 Special Topics

**Total** ........................................... **3**

Research Component:

- GRA 600 Theory Development .......................... **3**
- GRA 601 Research Methodology and Design .......... **3**
- GRA 610 Thesis Seminar ................................ **3**
- GRA 629 Thesis Advisement ............................ **3**

**Total** ........................................... **12**

Practicum:

- HSA 672 Practicum .................................. **3**

**Total** Required for MS ............................... **42**
International Business

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

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

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

*Students with baccalaureate degrees in fields other than business may be required to take MGT 412 Management Strategy and Policy and MGT 315 Financial Management as prerequisites prior to entering the MS in international business program, should the student lack basic knowledge in principles of business, such as in accounting, finance, marketing, economics, business law, management or business statistics. The department of business may allow students to waive these prerequisites based upon an evaluation of any relevant previous course work or work experience. The decision to waive any of the following courses rests with the chair of the department of business.

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

ACADEMIC REGULATIONS
In addition to the general academic regulations, all matriculated students in the master’s program in international business must fulfill these requirements:
1. Completion of a minimum of 39 credits as required in the program.
2. Completion of fieldwork and language requirements.
3. Completion of a master’s project.

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

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

COURSE REQUIREMENTS

INTERNATIONAL BUSINESS DEGREE: MS

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

RESEARCH COMPONENT:
GRA 600 Theory Development ...........................................3
GRA 621 Applied Research Methods ...........................................3
GRA 622 Applied Research Project Seminar ...........................................3
TOTAL ........................................... 9

FIELDWORK:
IB 620 International Business Fieldwork ........................................... 3-9
TOTAL ........................................... 3-9

TOTAL Required for MS ........................................... 39-45
Nursing

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

ADMISSION REQUIREMENTS
In addition to the general admission requirements for graduate programs at D’Youville College, applicants for both the master’s of science degree in community health nursing and the master’s of science degree in nursing (choice of clinical focus) must present the following:
1. A baccalaureate degree in nursing from an approved or accredited school of nursing.
2. A baccalaureate degree in nursing plus a master’s degree in another field from an accredited college or university with an overall G.P.A. of at least 3.5.
3. A current license to practice professional nursing in New York state or Ontario. Students who are awaiting licensing examination results may be admitted to the master’s program, but are not eligible to enroll in clinical courses until they are licensed.
4. An undergraduate course in computer science or its equivalent.
5. For those taking graduate credits in the nursing program at D’Youville College as conditional students, the first six credits must have B+ or better grades to be considered for provisional admission. Students admitted on provisional status must complete the next two additional courses with B or better grades to remove conditional status. Failure to do so means dismissal from the program.
6. Conditional students receiving A grades for the first six credits may register for nine credits on provisional admission. Students doing so must complete all courses on provisional admission with a grade of B or better. Failure to do so means dismissal from the program.
7. Students cannot be admitted into the family nurse practitioner program on a provisional or conditional basis.

ACADEMIC REGULATIONS
In addition to the general academic regulations – and depending on the type of program, functional track and whether the student chooses the thesis or project option – the student is required to successfully meet the following requirements:
1. Completion of 41-54 credit-hours (community health nursing) or 30-36 credit-hours (nursing – choice of clinical focus) as required, plus any additional credits in advisement as necessary to complete either the project or thesis requirement.
2. Submission of a scholarly paper suitable for publication.
3. Students in the master’s of science in nursing: choice of clinical focus or community health programs are required to receive at least a B in their clinical courses (NUR 630, NUR 630L, NUR 604 or NUR 605). Students who receive a grade less than a B (B-, C+, C or less) will be required to repeat the course and will not be permitted to progress to the next clinical course until a passing grade is received.

MASTER OF SCIENCE IN NURSING
(CHOICE OF CLINICAL FOCUS)
This program prepares nurses for a wide variety of advanced practice roles including primary caregiver, consultant, entrepreneur, researcher, manager and educator within the health care system. The program provides students with the opportunity to creatively respond to the ever-changing health needs of society. This program does not specifically prepare students for certification as a clinical nurse specialist. Graduates may be eligible to sit for a certification exam in their area of clinical focus. Applicants are encouraged to consult with the American Nurses Credentialing Center (ANCC) for information on the requirements for certification (if available) in their area of interest. The minimum academic requirement for the master’s in nursing (choice of clinical focus) is 30 credit-hours (project option) or 33 credit-hours (thesis option), plus additional credit-hours (if necessary) for the completion of either the thesis or the project requirement. Length of time to complete the program depends on whether the student chooses full-time study (nine to twelve credit-hours per semester) or part-time study.
COURSE REQUIREMENTS

NURSING (CHOICE OF CLINICAL FOCUS)  
DEGREE: MS

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

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

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

Choose either project OR thesis option:

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

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

TOTAL CREDITS REQUIRED FOR MS:  
PROJECT OPTION ........................................... 30-32
THESIS OPTION ............................................. 33-36

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

MASTER OF SCIENCE IN COMMUNITY HEALTH NURSING

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

• Nursing management (internship required)*
• Nursing education (teaching practicum required)*
• High risk parents and children
• Advanced Clinical Track

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

The minimum academic requirement for the master’s in community health nursing is 41 credit-hours (education) or 44 credit-hours (management track), plus additional credit-hours (if necessary) for the completion of either the thesis or project requirement.

Length of time to complete the program depends on whether the student chooses full-time study (nine to 12 credit-hours per semester) or part-time study. Course work can be completed in four semesters of full-time study (12 credits per semester) for the education track. The management track can be completed in four semesters of full-time study plus one or more semesters of part-time study (six credits per semester).

HIGH RISK PARENTS AND CHILDREN

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

### COMMUNITY HEALTH NURSING DEGREE: MS

#### SUPPORTIVE COMPONENT: CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOC 600</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 600</td>
<td>Philosophical Methods</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
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### NURSING COMPONENT:

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<tr>
<td>NUR 604</td>
<td>Community Health Nursing – Optimum Health and Episodic Health Restoration</td>
<td>3</td>
</tr>
<tr>
<td>NUR 605</td>
<td>Community Health Nursing – Continuous Health Restoration</td>
<td>3</td>
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<tr>
<td>NUR 606</td>
<td>Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 607</td>
<td>Clinical Practicum II</td>
<td>3</td>
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<tr>
<td>NUR 608</td>
<td>Clinical Practicum III</td>
<td>2</td>
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<tr>
<td>NUR 609</td>
<td>Professional Role Development</td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
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### FUNCTIONAL TRACKS

(Choose ONE of the FOUR tracks)

#### ADVANCED CLINICAL TRACK (10 credits)

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>NUR 632</td>
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<td>NUR 633</td>
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#### EDUCATION TRACK:

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<tr>
<td>GRA 606</td>
<td>Curriculum Development</td>
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</tr>
<tr>
<td>GRA 607</td>
<td>Teaching Strategies</td>
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<tr>
<td>GRA 608</td>
<td>Teaching Practicum</td>
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<td><strong>SUBTOTAL</strong></td>
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### HIGH RISK PARENTS AND CHILDREN:

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<td>NUR 611</td>
<td>Nursing Care of High Risk Parents and Children I: Primary Prevention</td>
<td>3</td>
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<tr>
<td>NUR 612</td>
<td>Nursing Care of High Risk Parents and Children II: Secondary and Tertiary Prevention</td>
<td>3</td>
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<tr>
<td>GRA 607</td>
<td>Teaching Strategies</td>
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### MANAGEMENT TRACK:

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<tbody>
<tr>
<td>HSA 615</td>
<td>Health Systems Organization and Management</td>
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<td>HSA 616</td>
<td>Human Resource Management in Health care Organizations</td>
<td>3</td>
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<tr>
<td>GRA 617</td>
<td>Financial Management of Health care Systems</td>
<td>1</td>
</tr>
<tr>
<td>GRA 618</td>
<td>Effective Planning in Health care Services</td>
<td>1</td>
</tr>
<tr>
<td>GRA 619</td>
<td>Funding of Health care Facilities</td>
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</tr>
<tr>
<td>GRA 620</td>
<td>Management Internship in Health care</td>
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### RESEARCH COMPONENT:

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<tr>
<td>GRA 600</td>
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<tr>
<td>GRA 601</td>
<td>Research Methodology and Design</td>
<td>3</td>
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### PROJECT OPTION REQUIREMENTS:

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 610</td>
<td>Project Seminar</td>
<td>2</td>
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<tr>
<td>NUR 629</td>
<td>Project Advisement</td>
<td>1-3</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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### THESIS OPTION REQUIREMENTS:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GRA 610</td>
<td>Thesis Seminar</td>
<td>3</td>
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<td>GRA 629</td>
<td>Thesis Advisement</td>
<td>3-6</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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<td><strong>6-9</strong></td>
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</table>

### TOTAL CREDITS REQUIRED FOR MS:

- **PROJECT OPTION**                        | 41-47
- **THESIS OPTION**                        | 47-54

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

MASTER OF SCIENCE
(FAMILY NURSE PRACTITIONER IN PRIMARY CARE)

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

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

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

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

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

ADMISSION REQUIREMENTS
In addition to the general admission requirements for graduate programs at D’Youville College, applicants for the master of science degree in family nurse practitioner in primary care must present the following:
1. A baccalaureate degree in nursing from an accredited college or university program.
2. Licensure as a registered nurse in New York or in another state in the U.S.
3. One year of practice as a registered nurse is recommended.
4. An undergraduate course in computer science or its equivalent.
5. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.
6. Two references on clinical performance (supervisor or colleague).

TRANSFER CRITERIA
(for students who do not meet admission requirements) In addition to the above requirements, students must meet the following if they wish to transfer to the FNP program:
1. An overall minimum undergraduate and nursing G.P.A. of 2.75;
2. Current matriculated student in either the CHN or CFN program;
3. Completion of GRA 600 (Theory Development) and NUR 609 (Professional Role Development) with a grade of B+ or better;
4. Students who fail to achieve a B+ or better in the above courses will not be considered for transfer.

ACADEMIC REGULATIONS
In addition to the general academic regulations, all matriculated students in the nurse practitioner program must fulfill these requirements:
1. Completion of 39 credit-hours (master’s of science) or 30 credit-hours (post-master’s certificate) as required.
2. Students on academic probation may not take clinical courses and are limited to six credits per semester while on probation.
3. Students cannot register for clinical courses in the N.P. program until formally accepted into the program.

Clinical practicum courses include:
NUR 638 Family NP Clinical Practicum in Pediatrics
NUR 639 Family NP Clinical Practicum in Women’s Health care
NUR 640 Family NP Clinical Practicum in Adult Health

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

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

NURSE PRACTITIONER (FAMILY NURSE PRACTITIONER IN PRIMARY CARE)

DEGREE: MS

CLINICAL COMPONENT: CREDITS
NUR 631 Advanced Health Assessment 3
NUR 631L Advanced Health Assessment Lab 1
NUR 634 Health Promotion and Primary Care of Children and Families 3
NUR 635 Health Promotion and Primary Care of Women and Families 3
NUR 637 Health Promotion and Primary Care of Adults 3
NUR 638 Family NP Clinical Practicum in Pediatrics 3
NUR 639 Family NP Clinical Practicum in Women’s Health care 3
NUR 640 Family NP Clinical Practicum in Adult Health 5
TOTAL 24

RESEARCH COMPONENT:
GRA 600 Theory Development 3
GRA 601 Research Methodology and Design 3

SUPPORTIVE COMPONENT:
NUR 632 Advanced Pharmacology 3
NUR 633 Advanced Physiology and Pathophysiology 3
TOTAL 12

Choose either project or thesis option:

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

THESIS OPTION REQUIREMENTS:
GRA 610 Thesis Seminar 3
GRA 629 Thesis Advisement 3-6
Subtotal 6-9
TOTAL Required for MS 39-42

Occupational Therapy

MASTERS PROGRAM

The master of science degree in occupational therapy is an entry-level degree specifically created for people who have a BA or BS degree in another area of study and who meet the admission criteria. The degree program, includes courses in occupational therapy theory and practice, six months of supervised fieldwork and research and may be completed with 3 academic years. The program is designed to meet or exceed the revised Standards for an Accredited Educational Program for the Occupational Therapist and to prepare graduates to succeed in diverse and emerging areas of practice. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20814-3425. The AOTA telephone number is (301) 652-AOTA.

Once all requirements are completed, graduates are eligible to sit for the National Certification Exam for Occupational Therapists, administered by the National Board for the Certification of Occupational Therapists (NBCOT). A felony conviction may affect a student’s ability to sit for the NBCOT exam. After successful completion of this exam, the individual is an occupational therapist, and may use the initials O.T.R for registered occupational therapist. Most states, including New York, require licensure in order to practice. State licenses are usually based on the results of the NBCOT certification exam, but must be applied for separately in each state.

ADMISSION REQUIREMENTS

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

1. Two letters of reference: one personal (non-family member) and one academic/professional letter of reference.
2. Evidence of completion of a baccalaureate degree.
3. Evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages are based on a 4.0 system):
   a. A cumulative undergraduate G.P.A. of at least 3.0
   b. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the upper half of undergraduate work
   c. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.
4. Completion of the following prerequisite courses with a grade of C or better. Courses must be at least 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.

**ACADEMIC REGULATIONS**

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

**GRADE AND Q.P.A. REQUIREMENTS**

To be in good standing one must:

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

**Probationary standing:**

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

**DISMISSAL**

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

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

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

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

**POLICY FOR COMPLETION OF OCCUPATIONAL THERAPY PROGRAM IN TIMELY MANNER:**

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

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

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

Students who do not complete their program within the time frame specified in this policy must petition for an extension of the time limit by submitting a completed “Request for Extension of Time to Complete the Master of Science Program” form, available in the graduate studies office. The form will be completed by the student and forwarded to the chair of occupational therapy who will sign and forward this to the graduate studies office on the student's behalf. [Refer to “Extension to Complete Graduate Degree” in the academic policies and procedures section of catalog on page 19, for the remaining steps in the procedure.]
## COURSE REQUIREMENTS

### OCCUPATIONAL THERAPY DEGREE: MS O.T.

**FOR THE MAJOR DEGREE:**  
CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>OT 501</td>
<td>Occupational Therapy Process and Theoretical Foundations I</td>
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<td>OT 506</td>
<td>Occupational Development I</td>
<td>4</td>
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<tr>
<td>OT 509</td>
<td>Medical and Social Conditions I</td>
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<td>OT 510</td>
<td>Medical and Social Conditions II</td>
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<td>OT 512</td>
<td>Occupational Development II</td>
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<tr>
<td>OT 514</td>
<td>Interpersonal Skills</td>
<td>2</td>
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<td>OT 515</td>
<td>O.T. Delivery Systems</td>
<td>2</td>
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<tr>
<td>OT 517</td>
<td>Group Process</td>
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<td>OT 519</td>
<td>Functional Anatomy</td>
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<td>OT 520</td>
<td>Neuroscience for Rehabilitation</td>
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<td>OT 521</td>
<td>Fieldwork Seminar I</td>
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<td>OT 524</td>
<td>Research Seminar</td>
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<td>OT 525</td>
<td>O.T. Process and Theoretical Foundations II</td>
<td>2</td>
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<td>OT 527</td>
<td>O.T. Methods of Evaluation and Documentation I</td>
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<tr>
<td>OT 529</td>
<td>Child and Adolescent Intervention</td>
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<td>OT 632</td>
<td>Fieldwork Seminar II</td>
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<td>OT 633</td>
<td>O.T. Methods of Evaluation and Documentation II</td>
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<td>OT 634</td>
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<td>OT 635</td>
<td>O.T. Process and Theoretical Foundations III</td>
<td>2</td>
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<tr>
<td>OT 640</td>
<td>Clinical Fieldwork I</td>
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<tr>
<td>OT 641</td>
<td>Clinical Fieldwork II</td>
<td>4</td>
</tr>
<tr>
<td>OT 643</td>
<td>Management of Occupational Therapy Services</td>
<td>3</td>
</tr>
<tr>
<td>OT 689</td>
<td>Professional Issues</td>
<td>2</td>
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<tr>
<td>OT 690</td>
<td>Community Practice</td>
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### RESEARCH COMPONENTS:  
**PROJECT OPTION REQUIREMENTS**

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<th>Course Code</th>
<th>Course Title</th>
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<td>GRA 600</td>
<td>Theory Development</td>
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<td>GRA 601</td>
<td>Research Methodology and Design</td>
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<td>OT 621</td>
<td>Project Seminar I</td>
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<tr>
<td>OT 622</td>
<td>Project Seminar II</td>
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<td>GRA 630</td>
<td>Advanced Statistics (elective)</td>
<td>(3)</td>
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<td><strong>SUBTOTAL</strong></td>
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### THESIS OPTION REQUIREMENTS

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</thead>
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<tr>
<td>GRA 601</td>
<td>Research Methodology and Design</td>
<td>3</td>
</tr>
<tr>
<td>GRA 610</td>
<td>Thesis Seminar</td>
<td>3</td>
</tr>
<tr>
<td>GRA 629</td>
<td>Thesis Advisement</td>
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</tr>
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<td>GRA 629</td>
<td>Thesis Advisement</td>
<td>3</td>
</tr>
<tr>
<td>GRA 630</td>
<td>Advanced Statistics (elective)</td>
<td>(3)</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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</table>

**TOTAL Required for MS:**  
72-80
Advanced Certificates
General Admission Requirements

The admission requirements common to all certificate programs are listed here. Requirements that are specific to a given certificate program are included under each program’s listing. Action on an application begins when the application, application fee and the official transcripts have been received. In addition to the application procedure, all candidates must demonstrate evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages (G.P.A.) are based on a 4.0 system):

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

Advanced Orthopedic Physical Therapy
(OFFERED BY PHYSICAL THERAPY)

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

ADMISSION REQUIREMENTS
Candidates must have earned an entry-level degree in physical therapy. With recommendation, senior-level physical therapy students who have demonstrated entry-level clinical knowledge in the area of orthopedic physical therapy practice may also apply for admission to this certificate program.

COURSE REQUIREMENTS

ADVANCED ORTHOPEDIC PHYSICAL THERAPY CERTIFICATE

REQUIRED COURSES: CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 631</td>
<td>Advanced Orthopedics Spine *</td>
<td>2</td>
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<tr>
<td>PT 631S</td>
<td>Advanced Orthopedics Spine Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PT 632</td>
<td>Advanced Orthopedics Extremities *</td>
<td>2</td>
</tr>
<tr>
<td>PT 632S</td>
<td>Advanced Orthopedics Extremities Seminar</td>
<td>1</td>
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<td><strong>TOTAL</strong></td>
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</table>

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

CLINICALLY APPLIED PROGRAM ELECTIVES (2-4 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 633</td>
<td>Neuromuscular Mobilization</td>
<td>1</td>
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<td>PT 633S</td>
<td>Neuromuscular Mobilization Seminar</td>
<td>1</td>
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<tr>
<td>PT 634</td>
<td>Spinal Manipulation</td>
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<tr>
<td>PT 634S</td>
<td>Spinal Manipulation Seminar</td>
<td>1</td>
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<tr>
<td>PT 635</td>
<td>Exercise Strategies for Muscle Imbalances</td>
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<td>PT 635S</td>
<td>Exercise Strategies for Muscle Imbalances Seminar</td>
<td>1</td>
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<tr>
<td>PT 689</td>
<td>Special Topics Electives</td>
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<tr>
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</table>

PROGRAM RELATED ELECTIVES (0-2 credits):

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

**SUBTOTAL** ........................................... **0-2**

**TOTAL Required for Certificate in Advanced Orthopedic Physical Therapy** ...... **10**
### Clinical Research Associate

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

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

**COURSE REQUIREMENTS**

#### CLINICAL RESEARCH ASSOCIATE CERTIFICATE

<table>
<thead>
<tr>
<th>REQUIRED COURSES:</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>GRA 601</td>
<td>Research Methodology and Design</td>
</tr>
<tr>
<td>HSA 648</td>
<td>Financial Management in Health care Organizations</td>
</tr>
<tr>
<td>HSA 653</td>
<td>Legal and Ethical Issues in Health care Organizations</td>
</tr>
<tr>
<td>HSA 672</td>
<td>Practicum</td>
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<td>SOC 600</td>
<td>Epidemiology</td>
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</table>

TOTAL Required for Certificate in Clinical Research Associate | 15

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### Family Nurse Practitioner

**POST-MASTER'S 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’s of science degree in nursing to position themselves for certification as a family nurse practitioner.

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

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

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

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

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

**REQUIRED COURSES:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 631</td>
<td>Advanced Health Assessment</td>
<td>3</td>
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<tr>
<td>NUR 631L</td>
<td>Advanced Health Assessment Lab</td>
<td>1</td>
</tr>
<tr>
<td>NUR 633</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 634</td>
<td>Health Promotion and Primary Care of Children &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>NUR 635</td>
<td>Health Promotion and Primary Care of Women &amp; Families</td>
<td>3</td>
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<tr>
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**FALL SEMESTER**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>NUR 632</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 637</td>
<td>Health Promotion &amp; Primary Care of Adults</td>
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<tr>
<td>NUR 638</td>
<td>Family NP Clinical Practicum in Pediatrics</td>
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<tr>
<td>NUR 639</td>
<td>Family NP Clinical Practicum in Women’s Health care</td>
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**SPRING SEMESTER**

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<th>Course Title</th>
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<tr>
<td>NUR 640</td>
<td>Family NP Clinical Practicum in Adult Health</td>
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**SUMMER SEMESTER**

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<tr>
<td>NUR 631</td>
<td>Advanced Health Assessment</td>
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<tr>
<td>NUR 631L</td>
<td>Advanced Health Assessment Lab</td>
<td>1</td>
</tr>
<tr>
<td>NUR 633</td>
<td>Advanced Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 634</td>
<td>Health Promotion and Primary Care of Children &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>NUR 635</td>
<td>Health Promotion and Primary Care of Women &amp; Families</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>SUBTOTAL</strong></td>
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</table>

**TOTAL Required for Post-Master’s Certificate in Family Nurse Practitioner**

**30 Credits**

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### Health Services Administration

**Certificate (Offered by Health Services Administration)**

**PROGRAM**

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

**ADMISSION REQUIREMENTS**

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

**COURSE REQUIREMENTS**

**HEALTH SERVICES ADMINISTRATION CERTIFICATE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSA 615</td>
<td>Health Systems Organization and Management</td>
<td>3</td>
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<tr>
<td>HSA 616</td>
<td>Human Resource Management in Health care Organizations</td>
<td>3</td>
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<tr>
<td>HSA 648</td>
<td>Financial Management in Health care Organizations</td>
<td>3</td>
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<tr>
<td>HSA 653</td>
<td>Legal and Ethical Issues in Health care Organizations</td>
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<tr>
<td>PSC 652</td>
<td>Politics and Economics of Health</td>
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**TOTAL Required for Certificate in Health Services Administration**

**15 Credits**
Improving Performance
(OFFERED BY HEALTH SERVICES ADMINISTRATION)

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

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

COURSE REQUIREMENTS
IMPROVING PERFORMANCE CERTIFICATE

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

TOTAL Required for Certificate in Improving Performance ........................................... 12

Long-Term Care Administration
(OFFERED BY HEALTH SERVICES ADMINISTRATION)

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

ADMISSION REQUIREMENTS
Candidates must have a minimum of a baccalaureate degree.

COURSE REQUIREMENTS
LONG-TERM CARE ADMINISTRATION CERTIFICATE

REQUIRED COURSES: CREDITS
HSA 615 Health Systems Organization and Management ............................................ 3
HSA 616 Human Resource Management in Health care Organizations ...................... 3
HSA 648 Financial Management in Health care Organizations .................................. 3
HSA 653 Legal and Ethical Issues in Health care Organizations ................................ 3
HSA 605 Aging in American Society ........................................................................... 3
HSA 668 Nursing Home Administration .................................................................... 3

TOTAL Required for Certificate in Long-Term Care Administration ................................ 18
Manual Physical Therapy
(OFFERED BY PHYSICAL THERAPY)

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

ADMISSION REQUIREMENTS
Candidates must have had a minimum of one year experience as a physical therapist or are currently practicing in an orthopedic setting and licensed as a physical therapist.

COURSE REQUIREMENTS
MANUAL PHYSICAL THERAPY CERTIFICATE
REQUIRED COURSES: CREDITS
PT 631 Advanced Orthopedics Spine* ........................................... 2
PT 631S Advanced Orthopedics Spine Seminar .................. 1
PT 632 Advanced Orthopedics Extremities* .................................. 2
PT 632S Advanced Orthopedics Extremities Seminar ...... 1
TOTAL .............................................................. 6
*The lecture component of these courses is delivered via CD or video.

CLINICALLY APPLIED PROGRAM COURSES
(8-10 credits):
PT 633 Neuromuscular Mobilization ................................. 1
PT 633S Neuromuscular Mobilization Seminar ............ 1
PT 634 Spinal Manipulation .............................................. 1
PT 634S Spinal Manipulation Seminar .................. 1
PT 635 Exercise Strategies for Muscle Imbalances ............ 1
PT 635S Exercise Strategies for Muscle Imbalances Seminar 1
PT 689 Special Topics Electives .................................... 1-4
SUBTOTAL .................................................. 8-10
*A minimum of 2 credits of PT or BIO special topics courses are required.

PROGRAM-RELATED ELECTIVES (0-2 credits):
Graduate level course in education ........................................ 1-2
Graduate level course in health care administration,
management or human resources ..................................... 1-2
SUBTOTAL .................................................. 0-2

CLINICAL RESIDENCY (2 credits):
PT 660 Clinical Residency .................................................. 2
TOTAL .................................................. 2

COMPREHENSIVE EXAMINATION
TOTAL Required for Certificate in Manual Physical Therapy ................. 18

Nursing and Health-Related Professions Education
(OFFERED BY DEPARTMENT OF NURSING)

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

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

COURSE REQUIREMENTS
NURSING AND HEALTH-RELATED PROFESSIONS CERTIFICATE
REQUIRED COURSES: CREDITS
GRA 606 Curriculum Development ..................................... 3
GRA 607 Teaching Strategies ............................................. 3
GRA 608 Teaching Practicum ........................................... 3

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

D’YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU
MBA Program
Masters of Business Administration (MBA)

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

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

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

1. D’Youville College maintains a “rolling admissions” policy whereby applications are processed continually throughout the year. Decisions under rolling admissions are normally mailed within three weeks after the Advance 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 Q.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. Minimum total score of 550 on the GMAT standardized exam

5. Personal statement of purpose outlining applicant’s professional goals and objectives

6. Three letters of recommendation from employers, professional supervisors/colleagues, or previous professors

7. A minimum TOEFL score of 500 for international students from non-English speaking countries

*Note: Other majors will be given consideration.

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

APPLICANT PROCESS

The applicant is asked to return the application and ALL relevant documents to: D’Youville College, Advance Program Office, 320 Porter Ave, Buffalo, NY 14201. Telephone: (716) 829-7625 or 1 (800) 777-3921, Fasimile: (716) 829-7900, Web site: www.dyc.edu or e-mail: advanceprogram@dyc.edu.

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

1. Submit a completed application form with a $50 non-refundable application fee (U.S. funds).

2. Attach a one-page statement of intent letter (should be approximately 500 words) addressing your professional goals and objectives for the intended program. The statement should include reference to past work related to the intended field of study and subsequent career objectives.

3. Forward official academic transcripts for all colleges and universities previously attended at both the undergraduate and graduate levels to the Advance office. (Canadian/international students must also submit a copy of their high school transcript.)

4. Submit three letters of recommendation: the letters should be submitted directly to the D’Youville College Advance 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 Advance 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.

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 and cumulative average of at least 3.0.

2. Any student who fails to achieve a minimum semester or cumulative 3.0 GPA at the completion of the semester, will automatically be placed on academic probation for 1 semester and be subject to regulations and penalties provided in the college catalog. A second semester resulting in a semester of cumulative GPA 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 semester sequence courses until the course with a grade lower than B has been successfully repeated. If space is available, the course must be repeated the next time it is offered.

4. Any student who fails to obtain a B in a repeated course will be academically dismissed from the program.

5. Students may transfer in a maximum of 3 applicable Masters level business courses toward the completion of the MBA degree. Transferable courses must be a minimum grade of B. These courses will be counted as MBA electives.

COURSE REQUIREMENTS
(All courses are three academic credits.)

REQURED COURSES:

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<tr>
<th>MOD</th>
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<td>1-4</td>
<td>Foundation Courses</td>
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<tr>
<td>5-10</td>
<td>Intermediate Courses</td>
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<tr>
<td>10-14</td>
<td>Elective Courses</td>
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<td>15</td>
<td>Capstone</td>
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<td><strong>TOTAL</strong></td>
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COURSE SEQUENCE

FOUNDATION
Module 1 . . . . . . . . . . . . . . . . . . . . . . . . MBA 501 Business Math and Statistics
Module 2 . . . . . . . . . . . . . . . . . . . . . . . . MBA 602 Theories of Economics
Module 3 . . . . . . . . . . . . . . . . . . . . . . . . MBA 603 Financial & Management Accounting
Module 4 . . . . . . . . . . . . . . . . . . . . . . . . MBA 604 Human Resources Management

INTERMEDIATE
Module 5 . . . . . . . . . . . . . . . . . . . . . . . . MBA 611 Organizational Leadership
Module 6 . . . . . . . . . . . . . . . . . . . . . . . . MBA 612 Legal Environment in Business
Module 7 . . . . . . . . . . . . . . . . . . . . . . . . MBA 615 Marketing Management
Module 8 . . . . . . . . . . . . . . . . . . . . . . . . MBA 616 Corporate Finance
Module 9 . . . . . . . . . . . . . . . . . . . . . . . . MBA 623 Special Topics in Business Management
Module 10 . . . . . . . . . . . . . . . . . . . . . . . . MBA 624 Global Supply Chain and Logistics Management (Cross-listed with IB 607)

MBA CONCENTRATION COURSES
(Four electives to determine HRM or marketing concentrations)
Module 11 . . . . . . . . . . . . . . . . . . . . . . . . MBA Elective*
Module 12 . . . . . . . . . . . . . . . . . . . . . . . . MBA Elective*
Module 13 . . . . . . . . . . . . . . . . . . . . . . . . MBA Elective*
Module 14 . . . . . . . . . . . . . . . . . . . . . . . . MBA Elective*

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

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

Module 15 . . . . . . . . . . . . . . . . . . . . . . . . (Capstone Course)

MBA 655 Strategic Management: Theory and Practice
The following combined programs are also offered at D’Youville College. Admissions requirements, academic regulations and curriculum information for these programs are found in the undergraduate catalog.

**Dual Degree Programs**

- **DIETETICS (BS/MS)**
- **INTERNATIONAL BUSINESS (BS/MS)**
- **NURSING (BS/MS)**
- **PHYSICIAN ASSISTANT (BS/MS)**

**Two Degree Programs**

- **ACCOUNTING (BS) AND INTERNATIONAL BUSINESS (MS)**
- **HEALTH SERVICES (BS) AND DOCTOR OF PHYSICAL THERAPY (DPT)**
- **HUMAN OCCUPATION (BS) AND OCCUPATIONAL THERAPY (MS)**
- **INTERDISCIPLINARY STUDIES (BA) AND EDUCATION (MS)**
Course Descriptions

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

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

COURSE ABBREVIATIONS
BIO . . . Biology
CHR . . . Chiropractic
DED . . . Doctoral Education
DHE . . . Doctoral – Health Education Concentration
DHP . . . Doctoral – Health Policy Concentration
EDL . . . Educational Leadership
EDU . . . Education
GRA . . . Graduate Core
HRM . . . Human Resource Management
HSA . . . Health Services Administration
IB . . . . International Business
MBA . . . Masters of Business Administration
MKT . . . Marketing
NUR . . . Nursing
OT . . . . Occupational Therapy
PA . . . . Physician Assistant
PHI . . . . Philosophy
PSC . . . . Political Science
PT . . . . . Physical Therapy
SED . . . Special Education
SOC . . . Sociology
TSL . . . . TESOL (Teaching English to Speakers of Other Languages

BIO 307/607 Pathophysiology (3)
This is a study of disease processes as disturbances of the body’s homeostasis. The body’s defense mechanisms and their breakdown are emphasized. Various clinical assessment methods are discussed. The course is comprised of three lectures a week. One year biology and one year chemistry required. Student must be enrolled in the DR-CHP program and meet all admission requirements.

BIO 208/608 Microbiology (4)
This is an introduction to the classification, morphology and physiology of microorganisms, particularly of bacteria and viruses, with laboratory emphasis on sterile technique, cultural characteristics and physiology of bacteria. The course is comprised of three lectures and three hours of laboratory per week. Student must be enrolled in the DR-CHP program and meet all admission requirements.

BIO 310/610 Immunology (3)
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. Students must be enrolled in the DR-CHP program and meet all admission requirements.

BIO 339/639 Human Gross Anatomy (6)
This is a lecture and laboratory course in human gross anatomy, which uses cadaver dissection and other materials illustrative of human anatomy. Emphasis is placed on the anatomy of skeletal muscles, including their bony attachments, nerve and blood supply, and functions in movements. Additional dissections involve a survey of abdominal and thoracic organs, anatomy of the head and contents of the cranial cavity. Student must be enrolled in the DR-CHP program and meet all admission requirements including BIO 507L and BIO 508L or enrolled in the graduate Physical Therapy program.

BI0 507L Anatomy and Physiology Lab I (1)
This course is comprised of two hours of laboratory a week. The structural and functional relationship of the human organism, emphasizing cells and tissues, the integument, skeletal system, muscular system, nervous system and sense organs are emphasized.

BIO 508L Anatomy and Physiology II Lab (1)
This course is comprised of three hours of laboratory a week, emphasizing the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development.

BIO 303/603 Biochemistry (4)
This one-semester course emphasizes structure/function relationships among the components responsible for the biochemical functions of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition. Student must be enrolled in the DR-CHP program and meet all prerequisite academic course and lab requirements.
CHR 600  Introduction to Chiropractic History, Philosophy, Theory and Practice (5)
This course presents the history of the chiropractic profession. Topics provide a review of ancient forms of manipulation, early contributors who influenced the development of the profession, the development of chiropractic philosophy, the evolution of chiropractic education in the United States, chiropractic professional associations and the formation of regulatory and accrediting bodies. Discussions about the current status of the profession, the need for evidence-based research and a review of the New York State Chiropractic Practice Act are included. Additionally, students are introduced to manipulation terminology and basic methods of chiropractic evaluation. Clinical laboratory sessions comprise additional instruction, demonstration and practice of the following chiropractic evaluation techniques: static palpation, postural evaluation, spinal landmark evaluation, leg-length evaluation and Maigne’s method of evaluation.

CHR 601  Analysis and Adjustive Techniques I (7)
This course presents contemporary theories of chiropractic science and practice related to the assessment, diagnosis, treatment and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation and clinical management of spinal dysfunction are included. The student is introduced to a cross-referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality and the motion-spatial/fixation concept. The course reviews current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory comprises an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques with particular focus on Maigne’s method of evaluation. Demonstration and practice sessions are given utilizing various adjustive and manipulative interventions for treating subluxation in the cervical and thoracic areas.

CHR 602  Analysis and Adjustive Techniques II (7)
This course builds on the process of assessment, treatment and evaluation of subluxation presented in Analysis and Adjustive Techniques I. Students are introduced to various health care models, including the health-related, quality-of-life model and the chiropractic/wellness care model. Chiropractic approaches for the treatment of chronic and acute back pain, chiropractic care of the elderly and concepts related to utilization review/quality assurance are also discussed. Various manipulative and adjustive techniques involving the cervical, thoracic, lumbar and pelvic regions are explained and demonstrated. Review of current research literature and the need for additional evidence-based research is stressed. Clinical laboratory experience develops skills necessary to assess, treat and evaluate various manifestations of spinal subluxation and/or dysfunctions. Emphasis is placed on Maigne’s method of evaluation and on interrelating concepts of static listings and motion palpation findings with spinographic interpretations, including measurement of skeletal radiology, for the purpose of formulating an appropriate treatment regimen. Motion palpation interventions are demonstrated and practiced utilizing short-lever procedures, drop-table adjusting and pelvic-blocking techniques.

CHR 603  Analysis and Adjustive Techniques III (Orthopedics 1) (7)
This course builds on the knowledge obtained in Analysis and Adjustive Techniques I and II. The course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis and adjustive/manipulative procedures for the spine and pelvic region. Emphasis is placed on examining various spinal conditions, including those conditions resulting from spinal trauma. Additionally, the student learns about orthotics and casting techniques utilized to treat conditions of the spine.

CHR 604  Analysis and Adjustive Techniques IV  (Orthopedics 2) (7)
This course is a continuation of Analysis and Adjustive Techniques III (Orthopedics 1). Course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis and adjustive/manipulative procedures with an emphasis on the extraspinal regions of the body. Clinical laboratory experience is divided into two sections: Section 1 emphasizes orthopedic tests for the extremities as defined by Evans (2001). Section 2 emphasizes flexion distraction technique as described by Cox (1999), as well as soft-tissue procedures as explained by Hammer (1999). Both sections continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses. The use of orthotic devices, as well as casting techniques and procedures for treating various spinal conditions, will be discussed and demonstrated.

CHR 605  Diagnostic Imaging I: Normal Radiological Anatomy (7)
This course introduces the student to diagnostic imaging as an assessment tool used in the development of a comprehensive patient profile. Instruction includes the normal radiological anatomy of the spine, viscera and the extremities. The focus of the course is on the physics and processes involved in the use of the X-ray machine, including image receptor equipment, factor calculation and film processing and storage. The principles of X-ray positioning, the effects of ionizing radiation on biological systems, and federal and state safety guidelines regulating the use of X-rays are examined. The cost/benefit ratio of utilizing imaging and its relative value as a diagnostic tool is examined.

Laboratory experience provides demonstration of the proper and safe use of equipment and positioning techniques.
CHR 606  Diagnostic Imaging II: Bone Pathology (7)
This course builds on the knowledge gained in Diagnostic Imaging I. Utilizing plain-film radiographs, focus is on recognizing bone pathologies and selected variants of the spine and extremities. X-ray results are correlated with patient history, physical examination and laboratory findings. A regional approach is utilized to explore neoplastic, infectious diseases; metabolic skeletal dysplasias; hematological and nutritional disorders; as well as degenerative, inflammatory, and metabolic arthritides. The need for appropriate case management is emphasized.
Laboratory experience includes continuing demonstration and practice of the use of X-ray equipment, positioning techniques, and X-ray interpretation and mark-up skills for the proper identification of pathological structures.

CHR 607  Diagnostic Imaging III (7)
The focus of this course is interpreting X-rays of the chest and abdominal areas, with an emphasis on the differentiation between normal and abnormal findings. Content covers the following topics: diseases of the airways; diseases of the chest including cavities, cysts, lesions, and calcification; pulmonary and circulatory diseases; thoracic neoplasms; and generalized radiographic findings of various internal organs. Emphasis is placed on the importance of correlation of radiographic findings with the patient history, physical exam and related laboratory findings. The need for case management, including appropriate referral and follow-up for patients experiencing any of the above medical conditions or pathologies is studied.
Laboratory experience includes continuing demonstration and practice using the use of X-ray equipment, positioning techniques, and X-ray interpretation and mark-up skills for the proper identification of pathological structures.

CHR 608  Diagnostic Imaging IV (7)
The focus of this course is the use of advanced specialized imaging techniques, with an emphasis on the spine. Topics include magnetic resonance imaging, computed tomography, myelography, discography and radionuclide imaging. Additionally, the course presents information about digital storage, retrieval of radiographic findings and the use of computer-assisted diagnostic programs.
Laboratory experience continues demonstration and practice using X-ray equipment, positioning techniques, and X-ray interpretation and mark-up skills for the proper identification of pathological structures.

CHR 609  Applied Neurology (7)
This course is concerned with human neurology, both biochemical and physiological. Content focuses on the cardinal manifestations of neurological disease; growth and development of the nervous system; the neurology of aging; and the pathology, symptomatology and diagnostic testing for major categories of neurological disease, including disease of the spinal cord, peripheral nerves and muscles. In addition, the course includes an introduction of related psychiatric disorders, the interpretation of electrodiagnosis, a review of current research literature and the need for evidence-based research.
Laboratory sessions include demonstration and practice in performing various neurological tests.

CHR 610  Nutrition Throughout the Lifecycle (3)
This course examines the changing nutritional needs of humans across the life span. Students explore normal nutritional needs from reproduction and initial growth and development through final maturity. Specialized nutrition needs, as they relate to age, such as eating disorders, developmental delays and activity levels, are also examined.

CHR 611  Nutrition and Health (3)
This course studies the human organism’s requirements for organic and inorganic nutrients, the biochemical processes underlying their utilization and the considerations of specific nutritional problems.

CHR 612  Diet Therapy (2)
Designed for the non-dietetics major, this course examines nutrition and diet therapy, including nutrition assessment, the physiological and bio-chemical bases of nutrition care, therapeutic diets, medications and herbal supplements. Topics include nutrition intervention for diabetes, cardiovascular diseases, weight loss, surgery, cancer, AIDS, GI diseases and hepatic and renal disorders. Enteral and parenteral nutrition are also presented. The emphasis of this course is the practical application of subject matter in the clinical setting.

CHR 613  Pharmacology I (3)
The pharmacology course series integrates the principles and mechanisms of action and drug effect with the pharmacotherapy of common disease and syndromes.

CHR 614  Pharmacology II (3)
This course is a continuation of Pharmacology I.

CHR 615  History and Physical Exam (3)
Students learn how to competently perform and document a complete history and physical for persons of all ages. Opportunities to practice their developing health assessment skills are provided in the on-campus lab.

CHR 616  Physical Diagnosis I (5)
This course is a comprehensive study of diseases, with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, critical review of medical literature, preventive care and therapeutic measures involved in treating medical problems. This course includes discrete modules on major organ systems and special populations.
Physicians and other appropriate health professionals present topics through demonstrations, discussions, clinical conferences and lectures.

CHR 617  Physical Diagnosis II (5)
This course is a continuation of Physical Diagnosis I. This course includes discrete modules on major organ systems and special populations. Physicians and other appropriate health professionals present topics through demonstrations, discussions, clinical conferences and lectures.
CHR 618  Physical Diagnosis Clinical Lab I: Understanding and Interpreting Laboratory Tests (3)
This course is concerned with developing skills in interpreting clinical laboratory values as they relate to the diagnosis and progression of various pathological conditions. Emphasis is given to liver, thyroid, kidney and cardiac function tests. Altered values obtained from general hematology screening including blood chemistries and the clinical implications of abnormal electrolyte and nutritional studies are also discussed. Laboratory sessions include the opportunity to gain proficiency in performing such routine procedures as a CBC, urinalysis, gram stains and cultures.

CHR 619  Physical Diagnosis Clinical Lab II: Principles of Electrocardiography (3)
This course is designed for those in the health professions who want to expand their knowledge of the 12 Lead EKG and Arrhythmia identification. Electrophysiology principles and commonly encountered abnormalities of conduction patterns and arrhythmias are reviewed in detail. Students learn EKG reading protocol and how to commit interpretations to paper as well as how to identify patients at low and high risk for cardiac events; to recognize arrhythmias, myocardial infarction, hypertrophy patterns, bundle branch blocks, electrolytes and drug effects, and identify when interventions are necessary.
Laboratory sessions include the opportunity to setup and obtain high quality EKG tracings as well as practice in interpreting various tracings.

CHR 620  Clinical Neuroscience (5)
This course involves an in-depth study of the central nervous system including neuroanatomy, neurophysiology and neuropharmacology. This course also includes mind-body-environment interactions and the totality of human behavior. Clinical conditions and case studies are utilized.

CHR 621  Physiologic Therapeutics (5)
This course studies the therapeutic utilization of heat, cold, light, electricity and sound. Students analyze physiologic responses to therapeutic modalities and evaluate their effectiveness as therapeutic agents. This course also includes a review of research relative to the therapeutic modalities. Theories and methods of the holistic approach to management of acute and chronic pain syndromes are presented.
Laboratory experiences include practice sessions to gain experience in the utilization of heat, cold, light, electricity and sound for management of acute and chronic pain syndromes.

CHR 622  Entrepreneurship: Managing a Private Practice (3)
This course introduces the student to management concepts related to establishing and maintaining a successful chiropractic practice. Focus is on understanding the role of manager and on developing good management skills. Issues to be discussed include the decision-making process, establishing priorities, the importance of public relations, developing a sound business plan, reimbursement issues unique to chiropractic and both quality control and cost-effective measures.

CHR 623  Clinical Internship I (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.

CHR 624  Clinical Internship II (7)
This course is a continuation of CHR 623, Clinical Internship I.

CHR 625  Clinical Externship (7)
This course builds on the clinical internship requirement. The same focus on practice continues; however, externship hours are completed in a variety of community-based clinical settings under the supervision of qualified adjunct clinical associates.

DED 701  Health Systems Organization: Theory and Practice (3)
This course draws upon the social and behavioral sciences to examine theoretical formulations and research studies in public and private administration. It provides an overview of both institutional leadership and the assessment of organizational effectiveness and efficiency. Through the use of cases, incident processes and simulations, it provides dynamic, personalized experiences in problem identification and solving.

DED 702  Communications in Health Systems Organizations (3)
This course examines problems and strategies of communications in the many environments that surround and affect health services institutions. It is designed to assess communications processes; determine problems, successes and failures in communications; and improve one's ability to communicate in both individual and organizational settings. It emphasizes the use of cases, incident processes and survey methodologies to analyze and improve institutional communications.

DED 703  Contemporary Health Care Systems: Law and Policy (3)
This course examines a set of legal problems and policy issues that are common to the human services of medicine and education. Among the topics are the rights of the client and the provider, the right of the patient to refuse life-saving care, informed consent, the rights of the mentally ill, regulating access to treatment, malpractice, the right to health care and education, inequalities in the provision of health and education services and the social imperatives for ameliorating our system of human services.
DED 704  Contemporary Health Care Systems:
Finance and Controls (3)
This course examines the trends, current conditions and future prospects for financing health services in the U.S. Demographic, economic and political contexts are examined as well as the roles of federal, state and private support of our institutions. Constraints and incentives facing managers of human services institutions in the profit-seeking, private non-profit and public sectors of society are contrasted. Emphasis is placed on different strategies employed to review goals, secure revenue and control the mission and the personnel required to accomplish the aims of the institution.

DED 711  Field Study in Organizational Relationships:
Intra-Institutional Problem Solving (3)
This course will consist of individual or small group research or evaluation experiences within a human service or health education organization. The policy question or problem to be studied will be identified and a self-designed learning plan developed by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the comprehensive core and appropriate portions of the individual area of concentration. Completion of the course will be marked by faculty, peer and self-review of a submission of scholarly work in the form of a portfolio and presentation of an oral summary at a doctoral symposium.

DED 712  Field Study in Organizational Relationships:
Inter-Institutional Problem Solving (3)
This course will consist of individual or small group research and evaluation experiences within a human service or health educational setting where inter- or trans-institutional policy is generated. The policy question or problem to be studied will be identified by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the comprehensive core and appropriate portions of the individual area of concentration. Completion of the course will be marked by faculty, peer and self-review of a submission of scholarly work in the form of a developmental portfolio and presentation of an oral summary at a doctoral symposium.

DED 721  Advanced Research Methods in Health Care Systems (3)
This course will provide tutorial guidance and advanced preparation in either quantitative or qualitative research analysis, dependent upon the research methodology appropriate to the emerging dissertation questions proposed by the doctoral student. The course will extend prior graduate training in research methodology and will concentrate on those processes most related to the proposed study. Instruction will be provided by a faculty member and a qualified field mentor who is acquainted with the research being proposed.

DED 722  Proposal Identification, Development and Completion (3)
This course is intended for doctoral students who have completed the Advanced Research Methods course. Under the guidance and supervision of a faculty member and a qualified field mentor, the student will develop a dissertation proposal in the customary form of a statement of the problem to be studied, its significance to the field, a review of the related literature and a set of protocols for the conduct of the study. At the conclusion of the course, the student should have both a completed dissertation proposal and the competency to defend it in an oral presentation to the dissertation committee.

DED 801  Dissertation Research, Writing and Defense (9)
Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty-student symposium.

DHE 701  Professional Health Education:
History and Philosophy (3)
This course examines the structure and operation of health professions education. Students examine the various types of professional orientation, students and educational activities in the modern human services organization. Historical and contemporary perspectives are reviewed and current needs for continuing professional learning are stressed in terms of institutional priorities. The course will conclude with the design and management of instructional systems for both academic and non-academic health care settings.

DHE 702  Practicum in Adult Learning (3)
This course deals with three main areas of concern: the first is a synopsis of learning theories and developmental processes; the second is a comprehensive overview of current major contributors to the adult learning discipline; the concluding unit concerns middle- and later-life challenges and crises. The course develops understanding and confidence about adult educational activities.

DHE 703  Assessment of Individual and Group Performance (3)
The focus of this course is on the design and analysis of educational evaluation from the formation of evaluative questions through the design of the process to the analysis and utilization of results. Topics include an overview of evaluation models, quantitative and qualitative methods, and a critical analysis of selected evaluation projects.
DHE 704  Computer Applications in Health Education (3)
This course emphasizes the use of microcomputing with an emphasis on its application to health care systems education. Topics include the use of spreadsheets for analysis and projection of data on educational and training needs and resources, planning and management of small databases for tracking and the use of computers in institutional research on education. Applications are made to financial controls, instructional operations and control logistics. Instructional applications include software such as computer simulations.

DHP 701  Comparative Health Care Systems: Politics and Problems (3)
Topics covered are epidemiological studies of health problems that have been influential in the formation of health care policy, the ideological and political uses to which such data are put and discussions of emerging health problems. Health policy and politics are examined in contemporary terms of the influence of politics and economic forces on the health care system of the U.S.

DHP 702  Evaluation of Health Care Systems: Needs and Issues (3)
This course provides an in-depth coverage of the quantitative and qualitative issues associated with population-based epidemiological research. Topics include issues in study design, measurement, methods of data collection, risk assessment, confounding variables and analytic techniques. Applications of these methods to determine client care are stressed in terms of institutional goals. Consideration will be given to the incidence and economics of major health impairments.

DHP 703  Simulation Workshop in Decision Making (3)
Designed to explore systems approaches to institutional decision making, this course includes system concepts, system analysis and assessment of problems in allocation and use of institutional resources. The approach employs a variety of simulation exercises, gaming approaches and case studies to provide students with a range of typical decision-making situations in health policy and their analysis and evaluation. Emphasis will be placed on prevention strategies for proactive intervention.

DHP 704  Computer Applications in Health Policy (3)
This course emphasizes the use of microcomputing with an emphasis on its application to health care systems applications. Topics include the use of spreadsheets for analysis and projection of data, planning and management of small databases and institutional research. Applications are made to financial planning, staffing requirements, business operations and control logistics. The course will utilize computer processes to examine actual economic costs, resource allocations and resultant impacts on health policy.

EDL 701  Organizational Behavior: Theory and Practice (3)
This course draws upon the social and behavioral sciences to examine theoretical formulations and research studies in public and private administration. It provides an overview of both institutional leadership and the assessment of organizational effectiveness and efficiency. Through the use of cases, incident processes and simulations, it provides dynamic, personalized experience in problem identification and problem solving.

EDL 702  Organizational Communications: Theory and Practice (3)
This course examines problems and strategies in the many environments that surround and affect educational systems and institutions. The course will also focus on the fundamentals of communication theory. It is designed to assess communication processes; determine problems, successes and failures in communications; and improve one’s ability to communicate in both individual and large organizational settings. It emphasizes the use of cases, incident processes and survey methodologies to analyze and improve institutional communications.

EDL 703  Contemporary Educational Systems: Law and Policy (3)
This course examines a variety of legal problems and policy issues that are common to the educational system, including both public and private institutions. Among the topics are the rights, privileges and responsibilities of students, parents, teachers, administrators and institutions in which learning takes place. It addresses the concerns for equality of education services, the social imperatives that impact our institutions and the changing view of societal expectations regarding education.

EDL 704  Contemporary Educational Systems: Finances and Control (3)
This course examines the trends, current conditions and future prospects for financing education in the U.S. Demographic, economic and political contexts are examined as well as the role of federal, state, local and private support of our institutions. Constraints and incentives facing educational leaders in both public and private venues are examined. Emphasis is placed on different strategies employed to review goals, secure needed revenue and control the mission and the personnel required to accomplish the aims of the institutions.

EDL 705  Cultural Perspectives in American Education (3)
This course examines the linkages between educational theory and practice and the larger context of ethical, philosophical, economic, political and cultural phenomena that characterize U.S. society. It explores major educational institutions in our culture and nontraditional systems. It studies current and projected changes in institutional behavior and examines how educational perspectives are woven into the fabric of our society.
EDL 706 Advanced Curricular Issues and Perspectives (3)
This course provides an overview of advanced curricular planning and arrangements based on the needs of traditional and nontraditional learners. Newer curricular arrangements are examined including open curricula, distance learning, schools without walls and the extended campus institutions. Emphasis will be placed on the extension and reconstruction of career training and continuing lifelong learning in the light of social and institutional change. The course will encompass issues facing urban, suburban and rural educational institutions in diverse community settings.

EDL 707 Assessment Issues in Education and Instruction (3)
This course examines the advanced evaluation of instructional and educational programs in both traditional and nontraditional institutions. General procedures in educational evaluation provide a framework in which the special problems posed by changing societal expectations are examined. Competency and standardized systems of measurement are considered and alternative forms of measurement are studied as a means of validating instructional outcomes.

EDL 708 Computers and Technology in Education (3)
This course examines the use of computers and technology in educational institutions with an emphasis on their application to instruction, learning, assessment, information collection and analysis, school management, staff development and social equity. Applications will be made to curricular programs, student progress, competency evaluation and institutional amelioration. Students will examine, at length, available software and programs and will examine the use of computers and technology in their own institutions with an eye toward educational improvement.

EDL 711 Field Study in Intra-Institutional Problem Solving (3)
This course will consist of individual or small group research or evaluation experiences within an educational organization related to intra-institutional issues or problems. The question or problem to be studied will be identified and a self-designed learning plan or prescription will be developed by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the Advanced Research Methods course or who enroll simultaneously in the two courses. Under the guidance and supervision of a faculty member and a qualified field mentor, the student will develop a dissertation proposal in the customary form of a statement of the problem to be studied, its significance to the field, a review of the related literature and a set of protocols for the conduct of the study. At the conclusion of the course, the student should have both a completed dissertation proposal and the competency to defend it in an oral presentation to the dissertation committee.

EDL 712 Field Study in Inter-Institutional Problem Solving (3)
This course will consist of individual or small group research or evaluation experiences in an educational setting where inter- or trans-institutional policy is generated. The question or problem to be studied will be identified and a self-designed learning plan or prescription will be developed by the student under the guidance and supervision of a faculty member and a qualified field mentor. This course will be limited to students who have completed the comprehensive core and appropriate portions of the professional concentration. Completion of the course will be marked by faculty, peer and self-review of a submission of scholarly work in the form of a portfolio and presentation of an oral summary at a doctoral symposium.

EDL 721 Advanced Research Methods in Education (3)
This course will provide tutorial guidance and advanced preparation in either quantitative or qualitative research analysis, dependent upon the research methodology appropriate to the emerging dissertation questions proposed by the doctoral student. The course will extend prior graduate training in research methodology and will concentrate on those processes most related to the proposed study. Instruction will be provided by a faculty member and a qualified field mentor who is acquainted with the research being proposed.

EDL 722 Proposal Identification, Development and Completion (3)
This course is intended for doctoral students who have completed the Advanced Research Methods course or who enroll simultaneously in the two courses. Under the guidance and supervision of a faculty member and a qualified field mentor, the student will develop a dissertation proposal in the customary form of a statement of the problem to be studied, its significance to the field, a review of the related literature and a set of protocols for the conduct of the study. At the conclusion of the course, the student should have both a completed dissertation proposal and the competency to defend it in an oral presentation to the dissertation committee.

EDL 801 Completion of the Dissertation: Conduct, Analysis and Final Preparation (3)
Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty-student symposium.

EDU 603 Practicum in Adolescence Education (12)
This course is a 14-week (five days a week), college-supervised experience in secondary education, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of secondary-level students.
Prerequisites: Completion of all coursework leading to certification; minimum 3.0 G.P.A.
Offered in fall and spring semesters.
**EDU 613 Methods of Content Area Literacy (1-3)**
This course is designed to help the prospective secondary school teacher use effective techniques to improve students' reading and writing, both generally and in specific content areas.

**EDU 619 Young Adult Literature (3)**
This course is designed for classroom teachers who are teaching at the middle school level. The course is an in-depth inspection of historical and contemporary literature for young adults. Emphasis is placed on an examination of fiction and non-fiction, trade books and illustration suitable for this age group. Attention is given to multicultural issues.

**EDU 620 Foundations of Learning Theory (3)**
This course is designed to familiarize students with underlying foundations, principles and theories related to education and learning. Emphasis is placed on developmental theorists and educational theory as it relates to the process of teaching and learning.

**EDU 621 Elementary School General Strategies (3)**
This course is designed to familiarize students with instructional strategies, methods and materials necessary for creating productive teaching-learning environments for elementary students. Students in this course are expected to demonstrate the ability to create a positive and productive learning environment and to effectively plan for instruction and evaluation. Instructional planning, implementation and evaluation in language arts, social studies and math are emphasized in this course. Attention is also paid to teaching art and music in the elementary school. Collaboration with parents and community members is also discussed.

**EDU 623 Childhood Content Methods (3)**
This course focuses on methods for materials for teaching content areas in grades one through six. Emphasis is on instructional planning; implementation and evaluation in language arts, science, social studies and math are emphasized in this course. Attention is also paid to teaching art and music in the elementary school.

**EDU 624 Foundations of Teaching Reading and Literacy (3)**
This course is designed to provide an introduction to philosophies, methods and materials related to the teaching of reading. Emphasis is placed on familiarizing the student with the importance of reading education in the schools, the constituencies of emergent reading and various approaches to teaching reading (including the integration of the language arts with language area studies, listening, writing, speaking and basal approaches to reading, specialized techniques related to reading and using literature-based texts for reading instruction). Attention is paid to the student’s ability to work collaboratively, communicate effectively and create teaching-learning situations conducive to developing reading proficiency in young learners.

**EDU 625 Middle School Content Methods (3)**
This course focuses on methods and materials for teaching content areas in grades five through nine. Emphasis is on instructional planning, implementation and evaluation in subjects taught at the middle school level.

**EDU 626 Teaching Children’s Literature (3)**
Designed for classroom teachers who are teaching at the preschool and lower and upper elementary levels, this course is an in-depth inspection of historical and contemporary literature for children and young adults. Emphasis in the course is on an examination of fiction, non-fiction, biographies, information books, picture and storybooks and illustration in children's books. Attention is also given to multicultural issues and concerns.

**EDU 627 Diagnostic and Corrective Reading (3)**
This course is designed for classroom teachers at all levels. Coursework includes examination of and practice with instruments for diagnosis of student difficulties, preparation of informal testing devices and the study of materials and techniques for corrective work as they relate to student needs in a culturally diverse society. Students are also expected to demonstrate an awareness of and knowledge related to the developmental needs of students of all ages. Communication of student needs to other professionals and to the student’s family is also emphasized.
Prerequisite: EDU 624

**EDU 629 Early Childhood Methods (3)**
This course focuses on the development of teaching skills and child management techniques in early childhood settings. Emphasis is placed on the analysis of and reflection on teaching practices for children between the ages of birth to age seven.
Offered in spring semester.

**EDU 631 Secondary Content Area Methods (3)**
This course is designed to assist students in developing techniques, methods, activities and strategies for teaching content-specific subject areas at the secondary school level.

**EDU 632 Assessing and Guiding the Development of Young Children (3)**
This course is designed to provide prospective teachers with the tools necessary to provide curriculum and instruction that is both age-appropriate and individually appropriate to learners from birth to age seven. Among topics covered in this course are legal and ethical responsibilities in the assessment of young children; developmental milestones; why, what and when to assess; interpreting and using assessment information; using assessment to guide classroom teaching; communicating assessment results; and contemporary considerations in the assessment of children from birth to age seven.
Offered in fall semester.
EDU 637  Adolescent Literacy (3)
Candidates will analyze and evaluate multiple literacies and
modalities of literacy and their impact on adolescent learners,
including critical reading of nontraditional text and how meaning
is conveyed through multimodal representations. Emphasis is also
placed on the impact of emergent technologies on adolescent
development and learning, and on preparation of teachers to convey
meaning through the “new literacies” in all content areas. Special
attention is paid to the impact of multiple literacies on English
language learners, students at risk for school failure, and students
with exceptionalities.

EDU 645  Practicum in Early Childhood, Childhood or
Middle Childhood Education (9)
This course is a 14-week (five days a week), college-supervised
experience in early childhood, childhood or middle childhood
education, including theories and principles learned in coursework
and applied to actual practice in assessment, individualized
programming and management of pupils at these grade levels.
Prerequisite: Completion of all coursework leading to certification;
minimum 3.0 G.P.A.

EDU 651  Multiculturalism and Cultural Diversity (3)
This course examines patterns of diversity in North America.
Attention is given to racial, ethnic, religious and other minorities
in contemporary society. Cultural perspectives which impact
schooling are discussed and strategies to enhance teaching and
learning are explored. Age and culturally appropriate strategies for
creating effective teaching-learning environments are examined.

EDU 652  Curriculum Planning in Education (3)
Emphasis in this course is on curricular design and instructional
planning to address the special developmental and educational
needs of students in elementary and secondary school. Attention
is given to past and future trends in design and implementation
and to appropriate planning techniques for meeting the needs of a
diverse population of students at differing levels of social, physical,
management and academic ability. Curriculum planning is examined
on the state, district, school and classroom levels, along with the
roles and responsibilities of administrators, teachers, school staff,
students and community members.

EDU 653  Critical Issues in Education (3)
This course is designed to discuss and analyze current and future
trends in education. Emphasis is placed on issues related to
chemical dependency, social and economic inequality, school
support through mentorships and funding, availability and use of
media technology, collaborative teaching techniques, privatization of
schooling, equality and equity and other related issues.

EDU 656  Philosophical and Social Foundations of
Education (3)
This course is designed to introduce students to the social and
philosophical foundations of education and ways in which they have
been influential in shaping education in North America. As such,
the course covers philosophies of education within the social/
political context that influenced their development. Discussions,
lecture, readings and student-centered work take place against the
background of emerging philosophies of education in any given
time period. A major focus of the course is on an examination of
perennial questions related to education and schooling in North
America.

GRA 600  Theory Development (3)
This course is a critical analysis of the processes involved in the
development of theory. It includes a perspective of the underlying
philosophical and historical trends in the development of
theory. Emphasis is placed on the processes of concept analysis,
construction of theoretical relationships and the relationships
between research, practice and theory. Social, ethical and value
problems related to the development of knowledge are examined.
Prerequisite: Graduate standing.
Offered in fall, spring and summer semesters.

GRA 601  Research Methodology and Design (3)
This course reviews and critically analyzes components of research
design, including collection of data. Emphasis is placed on the
professional as producer and consumer of research.
Prerequisites: GRA 600 and four-credit Applied Statistics or
equivalent, or competency test.
Offered in fall and spring semesters.

GRA 602  Statistics Seminar (1)
This specialized course is designed to provide students with the
intermediate level statistics information needed to enroll in GRA
601. It includes two hours of computer laboratory per week.
Prerequisites: Graduate standing or meet undergraduate
requirements and previous statistics course
Offered in fall and spring semesters.

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

GRA 607  Teaching Strategies (3)
This course is a synthesis of learning acquired in clinical, field
experience, education and research courses. The art, principles and
strategies of teaching in higher education programs are explored.
Emphasis is placed on class and clinical/field learning experiences
and evaluation of students, courses and programs.
Prerequisite: GRA 606
Offered in spring semester

GRA 608  Teaching Practicum (3)
Students will observe, participate in and practice teaching. Nursing
and related allied health professions students (i.e., occupational
therapy students) are placed in appropriate discipline-specific
college and/or clinical laboratory teaching situations. Weekly
seminars enable students to synthesize previous learning and to
discuss teaching strategies, clinical/field evaluation and problems
associated with college teaching. Teaching practicum requires
approximately six to eight hours a week during the day (some
limited evening placements) for ten weeks.
Prerequisites: GRA 606 and GRA 607
Offered in fall and spring semesters.
GRA 610  **Thesis Seminar (3)**
This course involves a discussion of current research in the profession. Students will identify and delineate a research problem and develop a thesis proposal.
Prerequisites: GRA 601, NUR 604 and NUR 630 I (nursing majors)
Offered in fall and spring semesters.

GRA 617  **Financial Management of Health care Systems (1)**
This course explores financial management techniques for health care administration such as budgeting, auditing, cost analysis, statistical reporting and fiscal control. Special emphasis is placed on long-term care areas.
Prerequisite: GRA 615
Offered in fall and spring semesters.

GRA 618  **Effective Planning in Health care Services (1)**
In this course, students plan for the delivery of health care services, both at the systems level (area, community, region, state and national) and at the organizational level (institutional program). Emphasis is placed on analytical techniques and the dynamics of the planning process.
Prerequisite: GRA 615
Offered in fall and spring semesters.

GRA 619  **Funding of Health care Facilities (1)**
This course identifies funding sources available for support of health care facilities. Private and public funding sources are explored with a special focus on grant-writing styles and strategies.
Prerequisite: GRA 615
Offered in fall and spring semesters.

GRA 620  **Management Internship in Health care (3)**
Students will gain practical experience in an on-the-job situation at the management level in a health care facility or service area. The internship will require 90 hours during the semester.
Prerequisites: GRA 616 and NUR 603 (nursing majors)
Offered in fall and spring semesters.

GRA 621  **Applied Research Methods (3)**
This course includes the relationships between theory, research and practice. Its perspective is on the utilization of theory to frame research questions for applied research problems. The review and critical analysis of components of applied research designs are to prepare the student to be a producer and consumer of applied research.
Prerequisites: Graduate standing, undergraduate computer course or equivalent, applied statistics competency (written exam).
Offered in fall and spring semesters.

GRA 622  **Applied Research Project Seminar (2)**
This course prepares the student to complete an applied research project. Current research is examined to identify appropriate areas of inquiry for students in a professional program.
Prerequisite: GRA 621
Offered in spring semester.

GRA 629  **Thesis Advisement (3-6)**
This course provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. A student thesis will be completed according to the guidelines in the D’Youville College Thesis Handbook. Students must register for their thesis director's section.
Prerequisite: GRA 610
Offered in fall, spring and summer semesters.

GRA 630  **Advanced Statistical Methods in Applied Research (3)**
This course explores statistical design and data analysis in the areas of descriptive and inferential statistics. Students are expected to bring their own set of data to the course and learn the process of computerized data entry and data analysis using SPSS/PC+ or MINITAB for advanced statistical computing. Students analyze their own thesis data, produce advanced statistical results and write interpretations of their work. This course consists of two hours of lecture and two hours of lab.
Prerequisite: GRA 610
Offered in spring semester.

HRM 635  **Employee Recruitment, Selection, and Training and Development (3)**
This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of Employee Recruitment, Selection, and Training and Development. This course will assist in preparation for Human Resource Certification Institute certification exams by focusing on the skills and competencies specified for the profession by the Society for Human Resources Management.
Prerequisite: MBA 604

HRM 636  **Employee Benefits, Pension, and Compensation (3)**
This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of Compensation and Benefits. This course will assist in preparation for Human Resource Certification Institute certification exams by focusing on the skills and competencies specified for the profession by the Society for Human Resources Management.
Prerequisite: MBA 604, MBA 611

HRM 637  **Multinational Human Resources Management (3)**
The course covers various areas of knowledge, theories and applications of organizational behavior and human resources management in the global arena. Topics include leadership and organizational styles in different cultures, motivational techniques, managing human resources and cross-cultural training, preparing expatriates for foreign deployment and subsequent repatriation, compensation, and other related problems in domestic and international business, and country specific factors affecting foreign placement of company personnel.
Prerequisite: HRM 635, 636
HRM 638  Safety, Health and Labor Relations (3)
This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of Safety and Health and Labor Relations. This course will assist in preparation for Human Resource Certification Institute certification exams by focusing on the skills and competencies specified for the profession by the Society for Human Resources Management.
Prerequisite: MBA level course in Human Resources Management

HSA 601  System Approach to Organizational Performance Improvement (3)
This course is designed to provide diverse students with various organizational backgrounds and experiences, including health care, a comprehensive understanding of the collaborative role system theory and its various improvement themes have on organizational performance. The course will emphasize the conceptual framework of the Institute for Health care Improvement (IHI). The framework uses systems theory and four thematic concepts: specifically, access (appreciation for capacity and demand), interaction (the provision of conversation process), reliability (performance improvement is reproducible) and vitality (innovation and renewal of performance improvement). The principles of this interaction and various techniques are integrated and clarified through a case analysis methodology.

HSA 602  Communication and Organizational Performance Improvement (3)
This course is designed to provide students of various health care backgrounds and experiences a comprehensive understanding of the impact communication has on the success of improvement initiatives for organizational performance. The course emphasizes communication among individuals, teams and organizations. The course of interpretation, coordination and influence as it applies to the successful implementation of performance improvement themes — access, interaction, reliability and vitality — is discussed and analyzed.

HSA 603  Analytical Approaches to Organizational Improvement (3)
This course is designed to provide students of various backgrounds and experiences, including health care, with a comprehensive understanding of analytical approaches needed to meet the challenge of organizational performance improvement. The course will emphasize qualitative and quantitative assessment skills and their application to the four organizational performance improvement themes: access, interaction, reliability and vitality. This course uses real-life scenarios as cases for analysis. Students will assess organizational performance and identify issues and problems. Consistent with the Institute for Health care Improvement, the improvement initiatives will focus on operational changes to improve the efficiency of service delivery. These issues and/or problems will be broken down into their smallest components with an effort to maximize the improvement outcome.

HSA 604  Organizational Performance Improvement Through Change Leadership (3)
This course is designed to provide students of various backgrounds and experiences, including health care, with a comprehensive understanding of the collaborative role leadership plays on organizational performance. The course will emphasize the relationship between leadership and four organizational performance improvement themes: access, interaction, reliability and vitality. The principles of the interaction and various leadership perspectives are integrated and clarified through case analysis. Creation of organizational performance improvement plans developed by students from a variety of settings will be employed.

HSA 605  Aging in American Society (3)
The course covers the social implications of aging as well as biological and psychological issues. A variety of topics as they relate to aging will be covered: interpersonal relationships, work and retirement, the economics of aging, sexuality in old age, and race/ethnicity.
Prerequisites: Graduate Standing, HSA 615 and HSA 616 or permission of instructor

HSA 606  Culture, Health and Health Care (3)
This specialized elective is open to students from all graduate programs interested in the impact of culture on health and in development of culturally appropriate interventions for communities. It will build on epidemiological concepts and apply anthropological methodologies toward understanding the impact of culture on health status, service utilization and cultural conflicts between health care providers and members of ethnic communities.
Prerequisite: Graduate standing
Offered as needed.

HSA 613  Management in Health Care Organizations (3)
This course, for non-majors, presents the fundamentals of management that a health professional will need in filling management positions in health care organizations. The basic functions of supervision and the practical application of these skills are emphasized.
Prerequisite: Graduate standing or HS 101
Offered in fall and spring semesters.

HSA 615  Health Systems Organization and Management (3)
This course brings together students with a wide range of backgrounds and experiences as consumers, providers within health care organizations and policy makers to critically examine the organizational and management concepts that influence planning and decision making. The emphasis is on studying the various forms of health organizations as well as administrative behaviors used in adaptation and policy development.
Prerequisite: Graduate standing
Offered in fall and spring semesters.
HSA 616  Human Resource Management in Health Care Organizations (3)
The course will present the design of programs for the maximizing of employee and institutional contributions in the health care service area. The course will address the grouping of professionals, paraprofessionals and skilled and non-skilled workers into an efficient and effective work group. The course will review labor relations and union organizations in the health care area and review legal aspects of personnel management.
Prerequisite or corequisite: HSA 613 and HSA 615
Offered in fall and spring semesters.

HSA 648  Financial Management in Health Care Organizations (3)
This course is designed to introduce the learner to a broad range of concepts and skills involved in planning, budgeting and controlling in health care organizations. The emphasis in this course is on managerial as opposed to financial accounting and on issues carried out at the department or organizational level rather than the system level. This course is required for the long-term care certificate.
Prerequisite: HSA 615 or permission of instructor.
Offered in fall and spring semesters.

HSA 649  Financial Analysis and Strategic Management of Health Care Organizations (3)
This course builds on previous HSA core courses to prepare the learner to help position and financially manage a health care organization. Application of concepts of financial management within health care organizations, including financial planning principles, reimbursement procedures, government regulations, analysis of financial statements and principles of financial planning. The strategic planning process and principles of marketing are covered. Emphasis is placed on issues related to integrated health systems and managing the health of populations.
Prerequisite: HSA 648
Offered in pre-session each summer.

HSA 652  Health Care Economics and Public Policymaking (3)
This course introduces the learner to descriptive and exploratory health care economics including the operation of health care markets, supply and demand issues in health care, market competition, market power, and reform in the health care market. The public policymaking process in the United States will be explored on a national and state level, along with health policy reform, current significant policy issues, development of the U.S. health care system, and comparison with health care systems in other industrialized countries. Participants in the course track and analyze public policy issues and explore major health policy references and sites.
Prerequisites: Graduate standing and HSA 615

HSA 653  Legal and Ethical Issues in Health Care Organizations (3)
This course addresses legal and ethical issues frequently encountered by health care managers. Topics include the constitutional basis for government support of health care services and constraints that law and regulation impose on the health care industry. Bioethical theory, policy formulation and decision making in the professional setting are also included. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation, choices regarding death, liability of health care providers and governing board and medical and health care staff responsibilities.
Prerequisite: HSA 615
Offered in fall and spring semesters.

HSA 654  Health Systems Labor Relations (3)
Behavioral, economic, social and institutional forces that affect quality of union-management relations and objectives in health care facilities are studied. Analysis of relationships that influence negotiations, grievances and administration of collective bargaining agreements are included. There is a review of federal laws affecting union relations with particular emphasis on those applying to health care facilities.
Prerequisite: HSA 616
Offered as needed.

HSA 657  Advanced Decision Analysis (3)
This course examines a variety of advanced quantitative methods useful for analyzing and evaluating decision making in health care systems. It is designed to improve the learner’s ability to use analytical techniques now seen as necessary for formulating strategic or operative plans for a health care organization.
Prerequisite: HSA 669
Offered as needed.

HSA 668  Nursing Home Administration (3)
This course is designed to provide students the knowledge and skills required as a nursing home administrator. This course will assist students in applying the knowledge and skills acquired in earlier courses to the specific field of nursing home administration. It covers Organizational Management and General Management, Resident Care, Personnel Management, Financial Management, Environmental Management, Regulatory Management, Dietary Management and Aging. The course is intended to meet course requirements for Qualification 3 and Qualification 5 of the New York State Education Department for Nursing Home Administrator licensure.
Prerequisite or corequisite: HSA 648
Elective offered in fall semester.
HSA 669  Improving Performance of Health Systems (3)
This course is designed specifically for managers in health care organizations who want to develop knowledge and skills in planning, measurement and communicating the performance of their organization. This course is targeted to those students who desire a master’s degree in HSA and have achieved the level of knowledge and skill associated with understanding the structure and function of health care systems as well as basics in measurement as applied to planning, budgeting and controlling within organizations. Students will learn how to respond to the convergence of forces driving the study of the performance of health care systems today. The emphasis is on how to assess the performance of processes and outcomes of health care delivery systems and what to assess. Students will learn how to design, implement and evaluate the performance of their organization as well as how to contribute to and use uniform datasets.
Prerequisite: HSA 648
Offered in fall semester.

HSA 670  Health Services Consulting (3)
This course will present the learner with models for consulting in health care organizations. Concepts of both internal and external consulting will be covered. Theories underlying effective consulting will be covered. The course will also cover the elements and design of a business plan. Representatives of different types of health care consulting organizations will be guest speakers.
Prerequisites: HSA 648, PSC 652, HSA 653 or permission of instructor
Offered as needed.

HSA 672  Practicum (3)
This course provides the opportunity for the application of theories and principles of classroom learning in an area of the health care system. There is a requirement of three credit-hours (120 clock hours) of fieldwork under the supervision of a qualified preceptor and program faculty. Students meet as a group periodically during the semester. Attendance at these integrative seminars and completion of practicum objectives is required.
Prerequisite: Completion of 15 hours in health services administration courses
Offered in fall, spring and summer semesters.

IB 503  International Economics, Finance and Accounting (3)
This course studies the economic principles in trade and investment among nations. More specifically, topics such as the international exchange and balance of payments, the scope and significance of international investment and capital movements, and the basics of international financial accounting and reporting are explored.
Prerequisite: Graduate standing

IB 505  International Negotiation and Communication (3)
This course is designed to provide an understanding of the aspects of cultural differences among peoples in different countries that significantly affect managing businesses, communicating and marketing products or services in the global economy through the study of major economic regions of the world. Emphasis is placed on the role of managers as leaders, negotiators and facilitators in the international business environment.
Prerequisite: Graduate standing

IB 506  International Human Resources Management (3)
The course covers various areas of knowledge, theories and applications of organizational behavior and human resource management in the global arena. Topics include leadership and organizational styles in different cultures, motivational techniques, managing human resources and cross-cultural training, preparing expatriates for foreign deployment, compensation and related problems in international business, and country-specific factors affecting foreign placement of company personnel.
Prerequisite: Graduate standing

IB 602  Multinational Corporate Finance (3)
This course studies the emphasis of the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions.
Prerequisite: IB 503 or permission of instructor

IB 604  International Marketing and Research (3)
This course is a study of how international business variables affect the marketing process. Emphasis is placed on the mechanics and strategies of international marketing, including export and non-export entry modes. The course focuses on product, pricing, promotion and distribution decisions in a global marketplace.
Prerequisite: IB 505 or permission of instructor

IB 605  Legal Environment in International Business (3)
The course investigates international trade organizations, conferences, treaties, export regulations, antitrust laws, securities regulations in the international environment, the Foreign Corrupt Practices Act, laws that provide protection against unfair competition from foreign goods, and laws that provide economic relief to those affected by import competition.
Prerequisite: IB 503 or permission of instructor
IB 607  Global Supply-Chain and Logistics Management (3)
This course examines the escalating importance of international logistics and transportation in world commerce. It emphasizes the importance of increasingly complex global supply-chain and product distribution management. Transportation and logistics issues such as export management and documentation, distribution and traffic management are also discussed.
Prerequisite: IB 501, IB 503 or permission of instructor

IB 608  Multinational Strategic Management (3)
This course is an advanced study in global strategic management that allows students to apply and extend skills learned in earlier international business theoretical and functional courses. Students relate recent innovations in international operations management and information technology to business strategy and integrate “core” management courses in organization, leadership, strategy, marketing, accounting, finance and cross-cultural concepts from the perspective of a business executive.
Prerequisite: IB 602, IB 604 or permission of instructor

IB 610  Multinational Financial Reporting (3)
This course is a study of the accounting aspects of international business. Topics include comparative international accounting systems, practices, reporting and taxation. This course also includes a discussion of the need for and uses of relevant accounting information by managers for planning, forecasting, budgeting and decision making in a global competitive business environment.
Prerequisite: IB 602 or permission of instructor

IB 612  Special Topics in International Business
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas.

IB 614  Current Issues in International Business
This course provides an in-depth knowledge of current work issues, selected topics, specific problems and issues, or analysis of geographical areas of prominence in international trade and investment.
Prerequisite: IB 602, IB 604, IB 605, IB 607 or permission of instructor

IB 620  International Business Fieldwork (9)
This course allows students the opportunity to apply international business knowledge and skills in real-world settings. Assignments include positions in multinational corporations, government agencies and other institutions in the U.S. or abroad. Fieldwork assignments will be arranged on an individual basis.
Prerequisite: Good academic standing per academic regulations or permission of instructor

MBA 501  Business Math and Statistics (3)
This course will prepare the graduate student to apply and analyze the descriptive and inferential methods of statistics. The use of computer models will enhance the underlying mathematical concepts that the student will be expected to synthesize. There will be a particular emphasis on research, including design, the collection of data, and an analysis of that data through competent statistical compilation.
Prerequisite: MBA Graduate standing and previous business statistics course.

MBA 602  Theories of Macro and Microeconomics (3)
This course goes beyond just the principles of macro and microeconomics and teaches business decision making by allowing students to both understand the economic issues involved in and apply economic theories to the analysis of concrete, real world problems. The course attempts to synthesize theoretical principles of economics with functional areas of business as a foundation for higher-level business courses.
Prerequisite: MBA 501

MBA 603  Financial and Management Accounting (3)
As an introduction, a basic financial accounting review is provided. U.S. financial accounting is related to global international accounting. Financial accounting is bridged to managerial accounting. Managerial accounting is defined and contrasted with financial accounting. The process of managerial accounting and its use by managers in an organization is described and assessed. Major cost accounting systems and how they work in our modern technological environment are reviewed and analyzed. Planning and control systems in current organizations are examined through budgeting, standard costing and responsibility accounting principles. Use of managerial accounting for decision making and financial statement analysis completes the managerial accounting process.
Prerequisite: MBA 501, MBA 602

MBA 604  Human Resources Management (3)
Strategic management of Human Resources in any organization must be addressed with in the larger scope of strategic business planning and leadership. People are often the competitive advantage in an organization, but only when the human focused policies and practices align with the strategic directions of the organization. This three credit hour, graduate level course will provide students with the ability to formulate and analyze Human Resources Policies and Practices in a strategic manner to positively impact the operations of their organizations.
Prerequisite: none

MBA 611  Organizational Leadership (3)
An effective manager needs to be able to lead a group of people toward the accomplishment of organizational objectives. A good leader will also be able to analyze the leadership style and methods of other leaders using critical thought and the application of well-researched theories of leadership. Students will also formulate a personal philosophy of leadership to guide future decisions and actions.
Prerequisite: All foundation courses
MBA 612  Legal Environment in Business (3)
This course is an analysis and application of the U.S. corporate law and practice from the perspectives of practitioners. This legal analysis and applications (through case studies) includes corporate governance principles, contracts, and business tort laws. In addition, this course explores the U.S. securities law, evidence of indebtedness, investment contracts, and certificates of interest in profit-sharing agreements.
Prerequisite: MBA 602, MBA 604

MBA 615  Marketing Management (3)
This course presents the importance of the marketing function in the strategic management of the organization. Within the framework of the marketing discipline, students will learn how to ascertain customer needs and to strategically plan to fill those needs while serving an increasingly diverse population. As part of this course, students will identify actual consumer needs and devise a comprehensive strategic marketing plan.
Prerequisite: MBA 604, MBA 612

MBA 616  Corporate Finance (3)
This course will prepare the graduate student to apply and analyze sophisticated methods of investment decision making in a corporate environment. This will include the ability to combine the results of different analyses, as well as the discernment of the most appropriate tool in a given circumstance. There will be a particular emphasis on research, including problem solving in a practical business setting.
Prerequisite: MBA 501, MBA 603

MBA 623  Special Topics in Management (3)
This course is designed to help students gain in-depth knowledge of current management issues, specific problems and issues related to organizational change, analysis of human resources, operations, and strategic management, finance and investments, or in areas of international trade and global management. Students interested in a particular area of business can enhance their knowledge, skills, and research in this special topics course.
Prerequisite: All foundation courses

MBA 624  Global Supply Chain Management (3)
This course examines the increasing importance of transportation and logistics to the movement of goods and services in today's global economy. Transportation issues related to policy and regulation, carrier operations, and business logistics (from user's perspective) are explored and analyzed in detail, both on the domestic as well as international levels. Other issues such as supply chain management, export/import operations management and documentation, and management techniques related to logistics and traffic management operations are also discussed.
Prerequisite: All foundation courses

MBA 655  Strategic Management in Corporate Environment (3)
This course explores the issues of defining corporate mission, objectives, and goals. Participants focus on the analysis of the firm's external and internal environment to identify and create competitive advantage in a global context. The course emphasizes the cultural, ethical, political, and regulatory issues facing any global business environment and the need for leadership for a successful management of strategic change. The course serves as a capstone for students to integrate functional areas with the overall strategic issues facing companies in today's business environment.
Prerequisite: All foundation and transitional MBA courses.

MKT 631  Consumer Behavior (3)
This course is intended to give students the ability to apply strategic skills and knowledge of consumer behavior in a practical business environment. This course will examine various research techniques that marketers can use to gain true insight into what drives behavior of target audiences for particular products and services. Applying this research the student will be able to develop more efficient and affective 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: All MBA Foundation Courses

MKT 632  Marketing Research & Development (3)
The marketing concept suggests that the resources and activities of an organization should be focused in an integrated fashion towards the satisfaction of the wants and needs of the customers as opposed to the needs and wants of the organization. As an organization adopts this orientation, marketing research is viewed as a means to integrate the organization's activities and focus them on the needs of the market place. It involves the specification, collection, analysis, and interpretation of information which will assist managers to better understand the customers and business environment identify problems and opportunities, and develop and evaluate alternative courses of action available to them.
Prerequisite: MKT 631

MKT 633  Marketing Promotion and Distribution (3)
This course covers the management issues in developing an integrated marketing communications strategy. It focuses on the design and implementation of effective advertising as part of an integrated marketing communications program. Since most advertising decisions involve both the advertiser and an advertising agency and other participants, such as firms responsible for direct and interactive marketing, public relations, merchandising, and promotions, the advertiser is viewed in interaction with agency, creative, media, and research personnel. It also includes developing market segmentation strategies, budgeting, evaluation and management of the communications program.
Prerequisite: MKT 631 and 632
MKT 634  International Marketing (3)
This course specialize in problems and perspectives of marketing across national boundaries. Analyze marketing decisions facing firms engaged in international business transactions as producers, suppliers, and consumers. Apply tools and approaches to structure and control marketing programs on a global basis. Analyze the constant tension between forces of market standardization at the global level against "localization" factors at the domestic and local levels.
Prerequisite: MBA 631, 632, and 633

NUR 604  Community Health Nursing – Optimum Health and Episodic Health Restoration (3)
In this course, consideration of health promotion and episodic health restoration of families, groups, and communities is presented with a focus on health related factors, such as vulnerability, stress, crises, coping, risk, and hazardous choices leading to the actual or potential need for health promotion and episodic health restoration. Nursing theory is used to analyze the health of families, groups, and communities in need of health restoration activities. Criteria for evaluating the effectiveness of nursing interventions are developed. Emphasis is on interpretation of nursing and related theories to mobilize a group to restore its health status. Quality assurance models and nursing standards of practice are explored.
Prerequisites: GRA 600, NUR 609, & SOC 600

NUR 605  Community Health Nursing – Continuous Health Restoration, Promotion and Maintenance (3)
In this course consideration is given to continuous health restoration, promotion and maintenance of families, groups, and communities with a focus on groups experiencing high risk, limiting choices, stigma, immobility, powerlessness, loss, isolation and lack of options. Analysis of continued health restoration promotion and maintenance in the community is done using nursing theory. Criteria for evaluating the effectiveness of the intervention of the nurse are developed. Emphasis is on utilization of nursing and related theories to draw inferences about limiting choices with continuous health restoration and about the impact of innovative nursing models. Comprehensive multidisciplinary approaches to develop community programs providing continuity of care are explored. Clinical practicum of 60 hours of nursing practice with a client group is required.
Prerequisite: NUR 609, SOC 600 and GRA 600
Offered in fall semester.

NUR 606  Clinical Practicum I (3)
This clinical practicum requires 180 hours of nursing practice with a client group in the community. Application of advanced practice nursing theory and research within the community is emphasized. Students will develop skills in the various roles of advanced practice nursing including direct care provider, consultant, manager, educator and researcher.
Prerequisites: NUR 604 & 605

NUR 607  Clinical Practicum II (3)
This course is a continuation of NUR 606 and requires an additional 180 hours of nursing practice with a client group in the community. Application of advanced practice nursing theory and research within the community is emphasized. Students will develop/demonstrate skills in the various roles of advance practice nursing including direct care provider, consultant, manager, educator, and researcher.
Prerequisites: NUR 604 & 605; Pre-or Co-requisite: NUR 606

NUR 608  Clinical Practicum III (2)
This clinical practicum includes 90 hours of intensive nursing practice with a client group in the community. Application of advanced practice nursing theory and research within the community is emphasized. Students will demonstrate skills in the various roles of advance practice nursing including direct care provider, consultant, manager, educator and researcher.
Prerequisites: NUR 604, NUR 605, NUR 606, NUR 607

NUR 609  Professional Role Development (3)
This course presents a critical analysis of the nursing profession in its broadest sense as an essential human service influenced by the social, economic, political, cultural and environmental forces and trends of the times. Roles and responsibilities of the advanced practice nurse and interdependent, collaborative functions within the health care system are explored.
Prerequisite: Graduate standing
Offered in fall and spring semesters.

NUR 610  Project Seminar (2)
The course is a discussion of current nursing practice, nursing education or nursing administration challenges or needs in the profession. The course includes the identification and delineation of a project concept and the development of a project proposal.
Prerequisites: GRA 600 and GRA 601
Offered in fall and spring semesters.

NUR 611  Nursing Care of High Risk Parents and Children I: Primary Prevention (3)
In this course advanced models of primary prevention for healthy families are analyzed. The effects of barriers affecting parents and children are addressed as well as synthesis of risk reduction strategies utilized to help families in the community. Nursing theoretical frameworks are utilized to focus this population-based course, with special emphasis to ameliorate parents and children at risk.
Prerequisites or corequisite: NUR 603
Offered in fall semester.

NUR 612  Nursing Care of High Risk Parents and Children II: Secondary and Tertiary Prevention (3)
This course is an analysis of methods of secondary and tertiary prevention for parents and children at risk in the community. Addresses the scope of the faltering family and attempts to intervene at the community level. Nursing theoretical frameworks are utilized to frame culturally sensitive strategies of care.
Prerequisites or corequisite: NUR 603
Offered in spring semester.
NUR 629  Project Advisement (1-3)
This course provides a systematic development of a project designed to address a specific challenge or need of the profession. Projects can address nursing practice, nursing education or nursing administration concerns. A project is designed, implemented and evaluated according to department of nursing guidelines.
Prerequisite: NUR 610

NUR 630 I  Professional Nursing VII (3)
NUR 630 II  Professional Nursing VII (2)
These capstone courses focus on developing knowledge and expertise in a specific area of nursing as selected by each student. Application of theory to promote, restore and maintain health for clients is emphasized. The roles of the advanced practice nurse as a primary care giver, advocate, consultant, researcher, manager, entrepreneur and educator within the health care system are addressed. The ethical, cultural, environmental, epidemiological, political, economical and total quality improvement factors affecting the health of the clients and the health care system will be synthesized as the concepts of managing care are explored.
Prerequisites: NUR 450 or NUR 460 RN, NUR 609 and GRA 600 Corequisites: NUR 630L, GRA 601 and SOC 600.
NUR 630 I is offered in fall semester.
NUR 630 II is offered in spring semester.

NUR 630L I  Professional Nursing Clinical VII (2)
NUR 630L II  Professional Nursing Clinical VII (2)
These capstone clinical courses focus on developing expertise in advanced nursing practice within a specific area of nursing as selected by each student. Application of theory to promote, restore and maintain health while providing care to clients is emphasized. Developing skill in functioning within a variety of roles such as manager, educator, consultant and researcher within a specific health care setting will be addressed. Facilitating change to promote quality outcomes of care will be explored.
Prerequisites: NUR 609, NUR 450L, NUR 460 RN and GRA 600 Corequisites: NUR 630 I or II, SOC 600 and GRA 601.
NUR 630L I is offered in fall semester.
NUR 630L II is offered in spring semester.

NUR 631  Advanced Health Assessment (3)
NUR 631L  Advanced Health Assessment Lab (1)
This course is designed for the graduate nursing student preparing for the family nurse practitioner role. Students learn how to competently perform and document a complete history and physical for people of all ages. Opportunities to practice their developing health assessment skills are provided in the on-campus lab.
Prerequisite: Completion of a baccalaureate-level health assessment course or equivalent
Offered in fall and spring semesters.

NUR 632  Advanced Pharmacology (3)
Designed for the graduate nursing student preparing for family nurse practitioner practice, this course provides advanced concepts of pharmacology. These include the actions, usual dosages, absorptions, distributions and side effects of commonly prescribed drugs. Legal and ethical issues related to prescription writing are included. This course meets the requirements of New York state for nurse practitioner licensure.
Prerequisite: Successful completion of an undergraduate pharmacology course or equivalent.
Offered in spring semester.

NUR 633  Advanced Physiology and Pathophysiology (3)
Designed for the graduate nursing student preparing for family nurse practitioner practice, this course utilizes a systems approach to the study of normal human physiology. Variations of normal physiology are explored in relation to adults and children experiencing a wide range of health concerns.
Prerequisite: Successful completion of an undergraduate pathophysiology course or equivalent
Offered in fall semester

NUR 634  Health Promotion and Primary Care of Children and Families (3)
This course was developed for the family nurse practitioner student preparing to work with children. This course provides the theoretical knowledge necessary to make sound clinical decisions. Advanced-level normal growth and development will be presented, along with common variations from health. The role of the N.P. in the health promotion of children within the family system will be stressed. Care of children and families from diverse ethnic backgrounds will be explored.
Prerequisites or corequisites: NUR 631, NUR 631L and NUR 633
Offered in fall semester.

NUR 635  Health Promotion and Primary Care of Women and Families (3)
This course was developed for the family nurse practitioner student preparing to work with women and the childbearing family. The course provides the theoretical knowledge necessary to make sound clinical decisions when providing primary health care to women and childbearing families. Advanced level normal growth and development will be presented, along with common variations from health. The role of the N.P. in the health promotion of women and pregnant women within the family system will be stressed. Care of women and families from diverse ethnic backgrounds will be explored.
Prerequisites or corequisites: NUR 631, NUR 631L and NUR 633
Offered in fall semester.
NUR 637 Health Promotion and Primary Care of Adults (3)
This course was developed for the family N.P. student preparing to work with adults. It provides the theoretical background necessary to make sound clinical decisions. The role of the N.P. in health promotion and treatment of health problems will be stressed. Nursing care of adults from a wide variety of ethnic backgrounds will be explored. The special needs of aging clients will also be stressed.
Prerequisites or corequisites: NUR 631, NUR 631L, NUR 632 and NUR 633 Offered in spring semester.

NUR 638 Family NP Clinical Practicum in Pediatrics (3)
Students will complete 200 hours of guided clinical experiences providing primary health care to pediatric patients. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed.
Prerequisites: NUR 631, NUR 631L, NUR 632, NUR 633 and NUR 634 Offered in spring semester.

NUR 639 Family NP Clinical Practicum in Women’s Health Care (3)
Students will complete 200 hours of guided clinical experiences providing primary health care to women of all ages. The childbearing cycle will be included in this practicum. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed.
Prerequisites: NUR 631, NUR 631L, NUR 632, NUR 633 and NUR 635 Offered in spring semester.

NUR 640 Family NP Clinical Practicum in Adult Health (5)
Students will complete 300 hours of guided clinical experiences with adult patients. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed.
Prerequisites: NUR 631, NUR 631L, NUR 632, NUR 633 and NUR 637 Offered in fall semester.

OT 501 Occupational Therapy Process and Theoretical Foundations I (2)
This course is an introduction to the profession of occupational therapy and the occupational therapy process. Covered in this course will be a historical perspective of the O.T. profession’s development and the theoretical bases, its professional ethics and regulations, and the role of O.T. in society. An introduction to the roles of occupational therapy personnel and how, as professionals, the code of ethics and professional credentials relate to practice. Students will be introduced to the theory, philosophy and research that guide practice. Current and potential environments for O.T. practice will be discussed. (two hour lecture)
Prerequisite: O.T. major

OT 506 Occupational Development I (4)
This course consists of a study of normal occupational, neuromuscular, motor, sensory, perceptual, cognitive and psychosocial development from birth through adolescence. It includes analysis of occupation as a facilitator and marker of human development. An introduction to occupational science and an in-depth exploration of the occupational therapy practice framework, domain and process is provided. The lab includes observation of developmental markers and task analysis of developmentally appropriate occupations. (three hours lecture, two hours lab)
Prerequisite: O.T. major

OT 509 Medical and Social Conditions I (2)
This course provides an overview of selected medical and social conditions that affect engagement in occupation across the lifespan. Topics include selected developmental, musculoskeletal and mental health conditions and disabilities, and social conditions that affect development such as child abuse/neglect, poverty and educational level. (two hours lecture)
Prerequisite: O.T. major

OT 510 Medical and Social Conditions II (2)
This course provides an overview of selected medical and social conditions which affect engagement in occupation across the lifespan. Topics include selected neurological, cardiopulmonary, and medical conditions and disabilities. End-of-life issues are addressed. Social conditions such as unemployment, family structure and elder abuse are discussed. The impact of environmental conditions on health is also addressed. (two hours lecture)
Prerequisite: O.T. major

OT 512 Occupational Development II (4)
This course includes a study of normal occupational, physical, cognitive, psychosocial and neuromuscular development from young adulthood to senescence. It emphasizes occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. The lab includes analysis of developmentally appropriate occupations and application of principles of ergonomics. (three hours lecture, two hours lab)
Prerequisite: OT 506

OT 514 Interpersonal Skills (2)
This course includes a study of selected interpersonal communication theories and skills that are the foundation of effective professional relationships and therapeutic use of self. The course includes discussion, skill building and role playing with critiquing. (one hour lecture, two hours lab)

OT 515 O.T. Delivery Systems (2)
This course is an examination of delivery models in which occupational therapists function. The health care system will be included, as will the educational system, the social system and the community. Examples of O.T. programs will be presented within each system of delivery and delivery model that affects O.T. practice. Traditional and non-traditional models of delivery of O.T. services will be described. (two hours lecture)
Prerequisite: O.T. major
OT 517  Group Process (2)
This course includes a study of selected group process theories and skills that are the foundation of effective group relationships, therapeutic use of self and group leadership. The course includes discussion, skill building and role playing with critiquing. (one hour lecture, two hours lab)
Prerequisite: O.T. major

OT 519  Functional Anatomy (5)
This course includes a study of human anatomy with emphasis on the musculoskeletal and nervous systems. It integrates human anatomy with analysis of movement including measurement of action, movement within a task and biomechanics. The course includes lab and lecture. The lab includes gross anatomy prosections, CD-ROM and experiential kinesiology. (three hours lecture, four hours lab)
Prerequisite: BIO 107 and BIO 108 or admission to MS program

OT 520  Neuroscience for Rehabilitation (5)
This course is a study of the anatomy and physiology of the nervous system, neurological factors underlying dysfunction and occupational therapy approaches to treatment. It integrates neuroanatomy and physiology with movement, sensation, cognition, perception and psychological function. Selected practice models addressing psychosocial, pediatric and adult physical disabilities will be studied. Course includes lecture and lab. Lab and recitation include neuroanatomy models, neurophysiology CD-ROM, guided practice on selected therapy techniques and treatment planning based on case studies. (three hours lecture, four hours lab, one hour recitation)
Prerequisite: OT 519

OT 521  Fieldwork Seminar I (0)
This seminar is designed to introduce students to the fieldwork process and to prepare them for fieldwork selection. (one hour per week)
Prerequisite: O.T. major

OT 524  Research Seminar (2)
This seminar introduces students to the entire thesis/project process required to complete the master's degree in O.T. Students will be introduced to the O.T. faculty's research and project areas of interest. Students are expected to develop a researchable question, research topic or idea suitable for a master's thesis or project in occupational therapy. Students are expected to use library skills and techniques to search computer databases and journal indexes to assist in the completion of a literature review. The use of the American Psychological Association's (APA) style guide is required in development of parts of the research proposal. (two hours seminar)
Prerequisites or corequisites: OT 501 and OT 525

OT 525  Occupational Therapy Process and Theoretical Foundations II (2)
This course is an introduction to the theories, philosophies and research that guide practice in O.T. Pediatric (referring to both children and adolescents) practice environments will be described and pediatric models will be studied. (two hours lecture)
Prerequisite: OT 501 and OT 520

OT 527  Occupational Therapy Methods of Evaluation and Documentation I (2)
This course is an introduction to the principles and techniques of O.T. evaluation and documentation. The evaluation process, types of assessments and the interpretation and documentation of evaluation data pertinent to pediatric practice will be included. (one hour lecture, two hours lab)
Prerequisites: OT 501, OT 509, OT 510, OT 512 and OT 514
Corequisite: OT 525

OT 529  Child and Adolescent Intervention (4)
This course provides an application of O.T. concepts and processes to prevent and remediate occupational role dysfunction in individuals from infancy through adolescence. It includes exploration and application of selected therapeutic methods, strategies and techniques. The laboratory includes guidance and practice in treatment methods. Level I fieldwork experience with children and adolescents is included. (three hours lecture, two hours lab, Level I fieldwork)
Prerequisites or corequisites: OT 501, OT 509, OT 510, OT 512, OT 520 and OT 525

OT 621  Project Seminar I (2)
The first project seminar course provides the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study. Students work closely with the instructor to investigate, formulate and describe, in the proper format, a research study, which each student will subsequently implement. The instructor serves as research supervisor for each student enrolled in the section. (two hours seminar)
Prerequisite: GRA 600 and GRA 601

OT 622  Project Seminar II (2)
This course provides the framework and support system needed to allow students to implement, analyze and document a viable research project. (two hours seminar)
Prerequisite: OT 621

OT 632  Fieldwork Seminar II (0)
This seminar is designed to prepare students for fieldwork experiences and responsibilities. Personal and professional behaviors required on fieldwork are discussed. Strategies for success in fieldwork are offered. (one hour per week)
Prerequisite: OT 521
OT 633  Occupational Therapy Methods of Evaluation and Documentation II (2)
This course is a continuation of OT 527 and offers an in-depth study of the evaluation and documentation principles and procedures used by occupational therapists. The evaluation process, types of assessments and the interpretation and documentation of evaluation data pertinent to occupational therapy practice with adults and elders is studied. (one hour lecture, two hours lab)
Prerequisite: OT 527

OT 634  Adult and Geriatric Intervention (4)
This integrated theory and practice course examines O.T. models and techniques for prevention and remediation of role dysfunction and maintenance of competence and adaptation in individuals from adulthood through senescence. It includes exploration of related research and introductory and advanced therapeutic assessments and techniques. The laboratory includes guidance and practice in the implementations of assessment and treatment methods. Level I fieldwork experience with adults and/or elders is included. (two hours lecture, three hours lab, Level I fieldwork)
Prerequisite: OT 520
Prerequisite or corequisite: OT 633

OT 635  Occupational Therapy Process and Theoretical Foundations III (2)
This course is a continuation of the study of the theories, philosophies and research that guide occupational therapy practice. Adult and geriatric practice environments and practice models are studied. (two hours seminar)
Prerequisite: OT 525

OT 640  Clinical Fieldwork I (4)
This course allows an in-depth Level II fieldwork experience that is integral to and consistent with the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas in which an O.T. may or may not be on-site/employed. (Full time, 12 weeks)
Prerequisites: OT 515, OT 527, OT 529, OT 632, OT 633, OT 634 and OT 635

OT 641  Clinical Fieldwork II (4)
This course allows an in-depth Level II fieldwork experience that is integral to and consistent with the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas in which an O.T. may or may not be on-site/employed. (Full time, 12 weeks)
Prerequisites: OT 515, OT 527, OT 529, OT 632, OT 633, OT 634 and OT 635

OT 643  Management of Occupational Therapy Services (3)
This course is an advanced in-depth analysis of the knowledge and practical skills required for the application of the principles of management within the various systems in which the provision of occupational therapy services to individuals and organizations takes place. Students participate in interactive distance learning activities on the Internet and perform independent learning activities and assignments while on Level II fieldwork. Students are in contact via electronic communication with faculty and fellow classmates and engage in group discussions and project activity related to course material. (three hours Internet activities per week)
Prerequisite or corequisite: OT 641

OT 689  Professional Issues (2)
This course involves critical analysis of current professional issues specific to the delivery of services provided by occupational therapists functioning in a variety of systems and roles. (two hours seminar)
Prerequisite: OT 640

OT 690  Community Practice (1-3)
This is an advanced practicum in a community- or education-based setting for the purpose of exploring new, non-traditional or specialty applications of occupational therapy knowledge and skills. Requirements are based on a contract negotiated between the student and the preceptor and approved by the course coordinator. Individuals with a variety of professional backgrounds and education levels may serve as preceptors. (Practicum variable five to 15 hours per week and one hour seminar per week.)
Prerequisite: OT 640

PHI 609  Ethics in Health Care (3)
This course addresses ethical issues frequently encountered by health care managers. Topics considered include bioethical theory, policy formation and decision making in the professional setting. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation and choices regarding death.
Prerequisite: Graduate standing
Offered in spring semester.

PSC 652  Politics and Economics of Health (3)
This course examines the relation of government and economics to the health care systems from the perspective of regulations and financial provisions. It looks at national, state and local political struggles and alternatives and policy issues such as cost containment and national health insurance.
Prerequisite: Graduate standing
Offered in fall and spring semesters.
Fieldwork I (PT 574) will take place following a lottery draw. The program will be discussed. Clinical site selection for clinical manual. Topics of relevance to the clinical education portion of the physical therapy curriculum. Policies and formats and is essential for the management of the clinical education portion of the physical therapy curriculum. Preparation for clinical fieldwork in PT 574 and the lottery for PT 674/675 will occur in this class.

PT 500 Basic Skills I (3)
This course introduces the student to clinical skills essential for practice entry. Students will receive instruction in evaluation skills including manual assessment of muscle strength, joint mobility, and vital signs. Perceived exertion, thermal agents and functional examination including upper and lower quadrant screening. Related concepts include value clarification, professional communication (verbal and non-verbal), documentation, and patient, family and community education as well as an analysis of long-term and subacute care settings as part of the health care system. Format: lecture, discussion, group and individual presentations, with possible fieldwork.

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

PT 500L Basic Skills I Lab (1)
This course introduces the student to clinical skills essential for practice entry. This course presents basic examination, evaluation skills and intervention strategies for management of patients with emphasis on subacute level of care. Students will receive instruction in examination skills including evaluation of muscle strength, joint mobility, and vital signs, perceived exertion, thermal agents and functional examination including upper and lower quadrant screening. Lab experiences include skill development in goniometric, manual muscle testing, vital signs, perceived exertion, thermal agents, positioning, draping, basic therapeutic exercise, and wheelchair measurement and mobility. Fieldwork experiences may be included.

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

PT 502 Pathophysiology for Physical Therapists (3)
This course is an introduction to the basic principles of human pathology with emphasis on disease processes and their pathophysiology, etiology, and signs and symptoms. This course will familiarize students with how the systems of the body malfunction in disease with regard to healing, inflammation, infection, immune response, and neoplasia. Most importantly, students will learn how, as physical therapists, to treat patients who present with these varying diagnoses and disease processes.

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

PT 503 Clinical Orientation Seminar I (0)
This administrative course consists of both lecture and seminar formats and is essential for the administration of the clinical education portion of the physical therapy curriculum. Policies and procedures will be reviewed as well as the new clinical education manual. Topics of relevance to the clinical education portion of the program will be discussed. Clinical site selection for Clinical Fieldwork I (PT 574) will take place following a lottery draw.

PT 504 Clinical Orientation Seminar II (0)
This administrative course consists of both lecture and seminar formats and is essential for the management of the clinical education portion of the physical therapy curriculum. Policies and procedures for the clinical education manual will be reviewed. Topics of relevance to the clinical education portion of the program will be discussed. Preparation for clinical fieldwork in PT 574 and the lottery for PT 674/675 will occur in this class.

PT 505 Introduction to PT and Health Care Systems (2)
This course introduces the student to knowledge essential for practice entry. Discussion topics include health care systems (dominant U.S. and world models), definition of the health care professional in general, and in specific: the physical therapist (PT) including scope of PT practice, the APTA, standards of practice, the practice guide, and code of ethics. Class discussions are generated from assigned readings and fieldwork experiences in PT 500: Basic Skills I.

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

PT 506 Physiology of Therapeutic Exercise (2)
This is the didactic portion of PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student requires a firm and comprehensive foundation in current exercise related knowledge and concepts which provide the scientific bases for rational evaluation of relevant physiological parameters in patients, and for the design, monitoring and modification of specific exercise training procedures devised for dysfunctional conditions. The major objective of this course is to introduce the physiological bases for exercise. The emphasis will be on the study of normal human movement. The latest scientific and theoretical information will be examined. The course includes didactic and small group experiences.

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

PT 506L Physiology of Therapeutic Exercise Lab (1)
This is the laboratory component of PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student requires a firm and comprehensive foundation in current exercise-related knowledge and concepts which provide the scientific bases for rational evaluation of relevant physiological parameters in patients, and for the design, monitoring and modification of specific exercise training procedures devised for dysfunctional conditions. The major objective of this course is to introduce the physiological bases for exercise. The emphasis will be on the study of normal human movement. The latest scientific and theoretical information will be examined. The course involves laboratory experiences.

Prerequisites: BIO 108 Anatomy & Physiology; CHE 112 General Chemistry Corequisites: PT 506 Lecture
**PT 507 Health and Wellness (1)**
This course provides an introduction to the concepts of health, health beliefs, goals of the World Health Organization and Healthy People 2010, analysis of personal health behaviors, and the role of physical therapists in promotion of and planning for personal and community health programs, and population health initiatives with emphasis on fitness and nutrition.
Prerequisite: admission to the major.

**PT 508 Biomechanics and Functional Kinesiology for the Physical Therapist (3)**
This is the didactic portion of PT 508. The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement related conditions. The course is organized to illustrate general principles of structure and function that can be applied in subsequent study of individual joint complexes. Fundamental concepts are progressively integrated with, and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy will be examined. Kinesiology of normal joints, posture, head, neck, and trunk movement will be emphasized. The normal kinesiological aspects of specific joints and movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course includes lecture experiences.
Prerequisites: BIO 639 Human Gross Anatomy; PT 506 Physiology of Therapeutic Exercise
Corequisites: PT 508 Lecture

**PT 508L Biomechanics and Functional Kinesiology for the Physical Therapist Lab/Seminar (2)**
This is the laboratory-seminar portion of PT 508. The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement related conditions. The course is organized to illustrate general principles of structure and function that can be applied in subsequent study of individual joint complexes. Fundamental concepts are progressively integrated with, and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy will be examined. Kinesiology of normal joints, posture, head, neck, and trunk movement will be emphasized. The normal kinesiological aspects of specific joints and movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course includes both laboratory and seminar experiences.
Prerequisites: BIO 639 Human Gross Anatomy; PT 506 Physiology of Therapeutic Exercise
Corequisites: PT 508 Lecture

**PT 509/509L Life Span Development (3)**
This course examines physical, cognitive, and psychosocial aspects of normal human development as they relate to physical therapy practice. The period from conception to death will be studied with emphasis on adult aging and geriatrics.
Prerequisite: Admission to the major.

**PT 510 Basic Skills II (3)**
This course builds on knowledge and skills acquired in Basic Skills I. Practice competencies will include but are not limited to integumentary assessment (e.g., wound care), sterile technique, gait assessment and training, basic pulmonary assessment and hygiene, edema control, and functional exercise. Demonstration of competency in basic clinical skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective client education. Format: lecture and small group tutorial.
Prerequisite: PT 500 and health office clearance for clinical field trips, basic first aid, CPR and OSHA training
PT 510L  Basic Skills II Lab (1)
This course builds on knowledge and skills acquired in Basic Skills I. Practice competencies will include but are not limited to the therapeutic use of electro-modalities, gait assessment and training, basic pulmonary assessment and hygiene, massage, edema control, and functional activity assessments. Demonstration of competency in basic clinical skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective client education. Format: lab and field observations. Prerequisite: admission to the major; corequisite: PT 509, PT 510, PT 603

PT 513  Patient/Client Management in Orthopedic Physical Therapy I (2)
In this course studies the development of musculoskeletal examination, evaluation and intervention skills for spinal dysfunction patients. Competencies to be acquired include subjective and structural examination, testing of active, passive, and resistive movements of the spine, and palpation. The student will also perform the neurological exam as it pertains to spinal disorders, and will describe and recognize those patients who are inappropriate for musculoskeletal treatment. The student will document simulated initial evaluations and progress notes utilizing APTA guidelines during the presentation of case studies. The student will learn to prescribe appropriate exercises for spinal disorders as well as recognize the role of physical agents in the management of musculoskeletal conditions.

PT 513L  Patient/Client Management in Orthopedic Physical Therapy I Lab (2)
This course presents evaluation and treatment strategies for patients presenting with local musculoskeletal pain syndromes, postoperative orthopedic rehabilitation, and traumatic degenerative dysfunction. Lab experiences include skill development in specialized techniques, patient case management, and problem solving techniques.

PT 515  Integration Seminar I (2)
This is the first of the integration seminar courses scheduled concurrent with clinical fieldwork. The seminars serve to link faculty and student through computer-mediated communications, to facilitate guided learning. In this first seminar, students are introduced to the format and expectations of participation in integration seminars. The two application foci of the seminar are PT service analysis and case presentation and analysis. Format: hybrid: initiates on campus and concludes as distance learning. Prerequisites: admission to the major; corequisite: PT 574 two seminar hrs.

PT 547  Pharmacology for Rehabilitation Specialists (1)
This course explores trends in pharmacological management of acute and chronic conditions related to rehabilitative sciences including physical therapy, occupational therapy, speech therapy and related disciplines. Content addresses action, interactions, precautions and side effects of drug interventions in the rehabilitative management of patient/clients. Prerequisites: admission to the major or permission of course instructor.

PT 550/CHR 620  Clinical Neuroscience (5)
This is an in-depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. Laboratory includes examination of neural specimens. Four lecture hours, and three laboratory hours. Prerequisite: BIO 639 Gross Anatomy and admission to the major

PT 552/552S  Patient/Client Management in Cardiopulmonary Physical Therapy (2)
This course explores principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing and prescription. Lecture two hours electronic seminar one hour. Prerequisite: admission to the major

PT 552L  Patient/Client Management in Cardiopulmonary Physical Therapy Lab (1)
This course explores the principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing and prescription. Lab two hours. Prerequisite: admission to the major.

PT 574  Clinical Fieldwork I (3)
This is the first full-time clinical fieldwork. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a general hospital or rehabilitation setting that provides a continuum of patient care. Program required course six weeks. Prerequisite: successful completion of all program course work and recommendation of program faculty.

PT 602  Neurodevelopmental Physical Therapy in Pediatrics (2)
This course provides the foundation for physical therapy examination and treatment of individuals with emphasis on neurodevelopment and developmental disabilities in the pediatric population. This course explores the examination, evaluation and intervention strategies for the patient with movement dysfunction as a result of neurodevelopmental pathology. Concepts include: family dynamics, multi-setting interventions, advocacy and consultation. Identification of environmental risks will be explored. Prerequisites: PT 500, PT 509, PT 510, PT 603

PT 602L  Neurodevelopmental Physical Therapy in Pediatrics Lab (1)
This laboratory section provides the foundation for performance of the physical therapy examination and treatment of individuals with emphasis on neurodevelopmental and other chronic disabling conditions in a pediatric population. This lab will encompass examination, evaluation, and intervention for the patient with neurodevelopmental system pathology. Laboratory experiences include skill development in specialized techniques, patient case management and problem solving techniques. Prerequisites: PT 500, PT 509, PT 510, PT 603
**PT 603/603S Critical Thinking and Critical Reasoning (3)**

This course prepares students to critically analyze and apply theory and scientific evidence to clinical practice. Using a clinical decision-making model described in the Guide to Physical Therapist Practice, students synthesize related theory and published research present rationale for evidence-based practice. Class activities include literature searches and systematic critical analysis of research studies. Students are also introduced to professional literature addressing economic analysis of outcomes. Format: seminar and lab. Program required course (2 seminar hours, 2 computer lab hours).

Prerequisite: Admission to major and GRA 601 or equivalent

**PT 604 Clinical Orientation Seminar III (0)**

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

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

**PT 606 Neuromuscular Assessment and Intervention in the Adult Population (2)**

This course provides the foundation for physical therapy examination and treatment of individuals with emphasis on neuromuscular and other chronic disabling conditions in an adult population. This course explores the examination, evaluation, and intervention strategies for the patient with movement dysfunction as a result of neuromuscular system pathology. Concepts include: theory and evidence-based intervention strategies, patient education, multi-disciplinary care, family dynamics, multi-setting interventions, and consultation. Identification of environmental risks will be explored.

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

**PT 606L Neuromuscular Assessment and Intervention in the Adult Population Lab (1)**

This laboratory section provides the foundation for performance of the physical therapy examination and treatment of individuals with emphasis on neuromuscular and other chronic disabling conditions in an adult population. This lab will encompass examination, evaluation, and intervention for the patient with neuromuscular system pathology. Laboratory experiences include skill development in specialized techniques, patient case management and problem-solving techniques such as cranial nerve testing, neuromuscular therapeutic handling techniques, and therapeutic exercise prescription for a neurologic patient population.

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

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

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

Prerequisites: PT 507 and PT 603

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

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

Prerequisite: PT 513

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

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

Prerequisite: PT 513

**PT 615 Integration Seminar II (1)**

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

Prerequisite: PT 515; corequisite PT 674

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

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

Prerequisites: PT 605
PT 618L Patient/Client Management in Rehabilitation Physical Therapy Lab (2)
This course allows application of the physical therapy patient/client management of adult individuals with neuromuscular disorders throughout the continuum of care. Related pathologies include, peripheral vascular disease, amputations, rheumatoid arthritis, post-polio syndrome, and spinal cord injury and chronic progressive disorders of the nervous system and integumentary system. Emphasis is placed on developing and implementing examinations and treatment interventions appropriate to PT management.
Prerequisites: PT 605/PT 605L; corequisites: PT 618

PT 621 Physical Therapy Project I Seminar (3)
This course provides the educational framework and support system needed for students to formulate a proposal for a viable research study or an applied project of equivalent scholarly rigor. Students work closely with the instructor and peers to investigate, formulate and describe, in the proper format, a research study or project. The instructor serves as the research or project supervisor for students enrolled in a respective course section. Format: seminar. Program required course.
Prerequisites: Graduate year 2 status in DPT major, and permission of academic advisor; GRA 601.

PT 622 Physical Therapy Project II Advisement (3)
This course builds on skills acquired in PT 621, which provides the educational framework and support system needed for students to complete a proposal plan for a research study or an applied project of equivalent scholarly rigor. Students work closely with the instructor and peers to complete a research study or project and synthesis and evaluate products. The instructor serves as the research or project supervisor for students enrolled in a respective course section. Format: seminar. Program required course.
Prerequisites specific to individual faculty-advisor-approved plan of study and completion of PT 621.

PT 623 Integration Seminar III (1)
This is the third integration seminar course that is offered concurrent with clinical fieldwork. These seminars sequentially develop critical thinking and clinical decision-making skills as a spiral theme in the curriculum. In the first half of the seminar, electronic communications link faculty and clinical experts with students for discussion of student-generated case reports relevant to concurrent fieldwork. During the on-campus portion of the seminar, students demonstrate comprehensive skills acquisition through comprehensive exam in both written and practical evaluation formats. Format: hybrid distance learning seminar and on-campus evaluation, one seminar hour.
Prerequisite: PT 615; corequisite: PT 675

PT 631 Advanced Orthopedics Spine (2)
This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the spine. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 631S Advanced Orthopedic Spine Seminar (1)
This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to spinal mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentations. Students generate a case report suitable for publication.
Corequisite: PT 631

PT 632 Advanced Orthopedics Extremities (2)
This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the extremities. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 632S Advanced Orthopedics Extremities Seminar (1)
This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to extremity mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication.
Corequisite: PT 632

PT 633 Neuromuscular Mobilization (1)
This course presents evaluation and treatment strategies specific to neuromuscular mobilizations. Format includes lecture, demonstration, supervised lab practice and problem solving.
Prerequisite: PT 631

PT 633S Neuromuscular Mobilization Seminar (1)
This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to neuromuscular mobilization. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstrative video.
Prerequisite: PT 631; corequisite: PT 633

PT 634 Spinal Manipulation (1)
This course presents evaluation and treatment strategies specific to spinal manipulation. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 634S Spinal Manipulation Seminar (1)
This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to spinal manipulation. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstrative video.
Corequisite: PT 634
PT 635 Exercise Strategies for Muscle Imbalances (1)
This course presents evaluation and treatment strategies specific to management of muscle imbalance disorders. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 635S Exercise Strategies for Muscle Imbalances Seminar (1)
This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to extremity mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstration video.
Corequisite: PT 635

PT 648 Differential Diagnosis (3)
The content of this course is designed to prepare both physical therapy students and practicing physical therapists to function as primary care providers within the field of Physical Therapy. Participants in this course will learn to identify key indicators of systemic pathology in order to assist in the development of a differential diagnosis and thus identify the necessity of direct physical therapy intervention or the need for referral to other health care providers. Participants will also be introduced to the basic skills necessary to identify the indications for radiographic and hematological testing as well as the clinical interpretation of data obtained from these tests.
Prerequisites: Successful completion of the first two years of the DPT curriculum

PT 660 Clinical Residency (2)
This course is a structured clinical experience, which allows the certificate student clinicians the opportunity to apply and master skills acquired during their course of study in a supervised clinical environment and through review of case studies via distance learning.
Prerequisite: Matriculation into manual physical therapy certificate program and permission of instructor

PT 670 Teaching Practicum (1)
This course will provide observation, participation and practice in teaching related to the role of the physical therapist as an educator. Concepts include directed study in applied educational theory.
Prerequisite: Permission of instructor

PT 674 Clinical Fieldwork II (4)
This is the second full-time clinical fieldwork. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a facility that provides a continuum of patient care in differing venues.
Prerequisites: successful completion of all required program coursework and recommendation of program faculty

PT 675 Clinical Fieldwork III (4)
This is the third clinical fieldwork. Its purpose is to continue to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a facility that provides a continuum of patient care in differing venues.
Prerequisites: successful completion of all required program coursework and recommendation of program faculty

PT 703 Client Education, Advocacy and Consultation (3)
This seminar course is designed to advance client educator skills and explore advocacy and consultative roles within the context of rehabilitative science. Once students have knowledge of the applied theory and concepts related to these roles, they present and peer-review applications of this knowledge. Format: hybrid – modular (on campus) and web-based seminar. Program required course, three seminar hours
Prerequisite: Year 3 status in the DPT major or permission of instructor.

PT 704 Clinical Orientation Seminar IV (0)
This course is lecture and seminar that covers the administration of the clinical portion of the PT curriculum. The class will have the opportunity to discuss the clinical experiences of PT 574, 674, and 675. The development of the clinical instructor, issues relating to health care reimbursement and ethical dilemmas will also be discussed. Final clinical professional preparation for the culminating fieldwork experiences (PT 720) will be included in this administrative course.
Prerequisites: PT 503, PT 504, PT 604 and PT 574; eligible for PT 674 and PT 675

PT 710 Integration Seminar IV (2)
This is the fourth integration seminar course that is offered concurrent with clinical fieldwork. Electronic communications link students and the course instructor. Assignments include (a) generation of an individual or group-authored critical review of literature which concludes with recommendations about clinical “best practice”, (b) generation of a consultative service utilization analysis for quality improvement (case study), and (c) an executive summary of the service analysis report. Students select topics for assignment completion based on relevance to current practice and/or professional career goals. Format: distance learning seminar
Prerequisites: PT 603; corequisite: PT 720 or permission of academic advisor and course instructor.
PT 720  Clinical Fieldwork IV (6)
This is the fourth of four clinical fieldwork experiences in the
DPT program. Its purpose is to provide the student with (a) the
opportunity to integrate and apply academic knowledge and
clinical skills in a fieldwork experience in either an area of clinical
practice that is new to the student or one that provides learning
opportunities to advance previous learning achievement, and
(b) to pursue an individual learning plan. Students are provided
a supervised clinical experience requiring case management
through problem evaluation, goal setting, and therapeutic
intervention, as well as the opportunity to explore management
and administrative role of the PT. The preferred setting is a facility
that provides a continuum of patient care in a venue related to
the student’s individual professional development plan. Electronic
communications link faculty and clinical experts with defined
student groups for discussion of case presentations in concurrent
integration seminar: PT 710. (12 weeks, full-time fieldwork.)
Program required course.

SED 603  Practicum in Student Teaching (6)
This course is a 14-week (five days a week) college supervised
teaching experience in adolescence special education, including
theories and principles learned in coursework and applied to actual
practice in assessment, individualized programming and management
of students with disabilities.
Prerequisites: Completion of all coursework leading to
certification, minimum 3.0
Offered in fall and spring semesters.

SED 605  Pre-Student Teaching Seminar (1)
This course is a one-credit special education seminar designed
to discuss expectations, effective planning, problems, issues and
concerns related to student teaching.

SED 641  Options/Alternatives in Special Education
Classroom Management (3)
In this course, learning and classroom management utilizing theory
and the techniques of applied behavioral analysis for handicapped
learners are addressed. Options and alternatives for both academic
management and behavior management will be developed and
explored in light of an ecological approach to meeting behavior
demands of diverse students by observing and analyzing in a variety
of settings. Current research and research designs in behavioral
analysis are analyzed through discussion and written assignments.
Prerequisites: SED 643.

SED 642  Diagnostic Assessment and Prescriptive
Teaching of Individuals with Disabilities (3)
The course provides a basic background in measurement and
evaluation of both individuals and programs in a special education
environment. Emphasis is placed on understanding psychometric
and research principles and theories so that one can be an
intelligent consumer of evaluation methodology. The focus then
shifts toward applying this knowledge to prescriptive instructional
programming in the special education setting.
Prerequisites: SED 643.

SED 643  Theoretical Perspectives in the Education of
Individuals with Mild Disabilities (3)
This course is an in-depth analysis of principles and theory related
to individuals identified as having mild disabilities. The focus will be
on a non-categorical approach to education in the least restrictive
environment by academic, social, management and physical
needs. Emphasis will be given to analysis of needs, characteristics,
identification/referral and method of the processes involved in the
development of theory in each area. Specific concerns related to
the inclusion options for mildly involved students will be analyzed.

SED 644  Theoretical Perspectives in the Education
of Individuals with Severe/Profound
Disabilities (3)
This course is an in-depth analysis of the theory and research
related to the nature and needs of severe, profound, and multiple
handicapped individuals. Emphasis will be given to the theoretical
basis of educational assessment, instructional techniques, social
development and adaptive behavior, interactions with others, and
service delivery systems. Philosophical and historical trends in
the development of theory related to teaching these individuals,
concept analysis, construction of theoretical relationships and the
relationship between research, practice and theory in the field will
be evaluated.
Prerequisite: SED 643

SED 645  Practicum in Special Education (6)
This course is a 14-week (five days a week), college-supervised
teaching experience in special education for early childhood,
childhood and middle childhood special education majors, including
theories and principles learned in coursework and applied to actual
practice in assessment, individualized programming and management
of students with disabilities.
Prerequisites: Completion of all coursework leading to certification,
minimum 3.0 G.P.A.

SED 647  Pre-Student Teaching Seminar (1)
This one-credit seminar is designed to discuss expectations, effective
planning, problems, issues and concerns related to student teaching.
The seminar class meets two weeks prior to the student teaching
placement.

SED 649  Methods and Materials for Special Education
(3)
Emphasis in this course is on analyzing purposes, methods, and
procedures for identifying students with disabilities and evaluating
their progress. The course focuses on evaluating strategies and
techniques used to promote students’ acquisition of functional
living skills. Students will apply collaborative strategies to establish
partnerships with students, teachers, administrators, other school
professionals, and community members to enhance learning
opportunities for students with disabilities.
Prerequisites: SED 643.
**SOC 600 Epidemiology (3)**
This course focuses on social epidemiology, the factors determining the occurrence and distribution of disease, health defects, disability and death among groups. The interdisciplinary nature of epidemiological theory, statistical measures commonly used, and an analysis of the distribution of health care in the U.S. are studied.
Prerequisite: Graduate standing
Offered in fall semester.

**TSL 654 Computer Assisted Language Learning (CALL) (3)**
This course is designed to provide students with a mix of theory and practice. Emphasis is on providing an overview of current CALL software, strategies and techniques; discussing current issues in technology and education as they relate to second language acquisition; providing hands-on practice and experimentation with a variety of CALL resources; examining CALL design and pedagogy issues in relation to second language acquisition; and creating CALL materials and activities that can be used in the ESL/FL classroom.

**TSL 658 Research in TESOL (3)**
This course is designed to provide students with a framework for critically analyzing research focused in an educational context. Students are expected to be able to read, understand and apply research related to their field of study in particular and to the field of education in general. Unique contextual factors and populations in both general and special education are discussed in terms of their implications for research conceptualization, design, implementation, interpretation and reporting. Students complete a research proposal in their area of specialization and interest.

**TSL 660 Introduction to Applied Linguistics (3)**
This course provides an introduction to ESL study. The rudiments of linguistic analysis are introduced, as are concepts in general linguistics, psycholinguistics and sociolinguistics that provide the theoretical foundation for understanding second language acquisition.

**TSL 661 History of the English Language (3)**
This two-part course begins with a review of basic English grammar followed by an examination of the structure and lexicon of English during various periods of history.

**TSL 662 Second Language Acquisition (3)**
This course is designed to examine theories related to second language acquisition. Current research related to second language acquisition is also reviewed and analyzed for its application to creating effective teaching-learning environments. Topics covered include second language acquisition terminology, theoretical perspectives, learner errors, developmental patterns, variability, pragmatics, social factors and second language acquisition, cognitive factors and second language acquisition, linguistic universals, individual differences, learner strategies, classroom interaction, and formal instruction and second language acquisition.

**TSL 663 Methods I (3)**
This course provides an overview of TESOL methods. It examines current practices in the teaching of English to speakers of other languages. Students are introduced to materials in the field and these materials are examined for their effectiveness in helping English language learners across general curricular areas. Topics covered include a historical overview of language teaching methodology; current interactive teaching methods; teacher-student interaction; teaching reading, writing, listening and speaking; grammar; integrative approaches; content area instruction; testing and test construction issues; and the use of electronic media as an instructional tool to improve learning.

**TSL 664 Sociolinguistics (3)**
This course provides an overview of sociolinguistics as a discipline that combines linguistic and societal concerns in varying degrees. The effect of language and dialect differences on societies is discussed and topics such as diglossia, language attitudes and language shifts are discussed. The influence of social factors on language and topics related to linguistic theory are also discussed in this course, including linguistic pragmatics and linguistic variations. Students in this course are expected to explore a chosen aspect of sociolinguistic inquiry in depth and to draw some conclusions as to the effect this has on student learning in the school setting.

**TSL 665 Education Project I (3)**
This course provides students with a framework for designing and implementing research and related projects within educational settings. Emphasis is on practical research, which provides immediate, although sometimes tentative, solutions to school-based problems. Students in this course gain proficiency in working with technology in order to conduct research, evaluate instruction and produce instructional materials.
Prerequisite: GRA 600, Theory Development, must be taken prior to or concurrently with this course.

**TSL 666 Education Project II (3)**
This course provides students with guidance for implementing the project proposed in EDU 665. Students carry out projects that can lead to useful solutions for practice-related problems in preschool, elementary, secondary or special education settings. Students in this course demonstrate their proficiency with technology in the production of school-related curricular materials and instructional plans. This course must be taken in the semester immediately following EDU/SED 665 unless written permission has been obtained from the director of graduate programs in education or the department chair to delay the taking of this course.
Prerequisite: ESL 665 or SED 665
**TSL 667 Methods II (3)**
This course introduces the student to methods related to content-area ESL approaches. The student is expected to develop skill in applying ESL methods to the teaching of specific content.

**TSL 668 Student Teaching Practicum (6)**
This course is a 14-week (five days a week), college-supervised teaching experience in TESOL education, including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of students who are English language learners.
Prerequisites: Completion of all coursework leading to certification; minimum 3.0 G.P.A.
Offered in fall and spring semesters.

**TSL 668X Student Teaching Seminar (1)**
This one-credit seminar is designed to discuss expectations, effective planning, problems, issues and concerns related to student teaching. The seminar class meets four times during the student teaching placement.
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Mayville, NY

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he state of New York chartered D'Youville College in the spring of 1908, and the first small class began the fall of that year. Enthusiasm for a college had come from Bishop Charles Colton when he saw the plan in 1907 to expand the successful Holy Angels Academy. The Grey Nuns who conducted the academy responded with a cautious enthusiasm. Bishop Colton acted in agreement with Bishops across the United States who were concerned with Catholic young women seeking higher education in secular coed institutions. The Bishops wanted educated young women to help with the hundreds of Catholic immigrants who were pouring into the country and notably into Buffalo. By the end of its first decade the college graduated nineteen seniors. These seniors swept the first three places in English examinations for teachers and took first and third in similar mathematics examinations.

Like the rest of the country’s colleges, D’Youville grew dramatically in the 1920s, from 104 students in 1921 to 215 in 1929. The college at the end of the 1920s took over the whole site on Porter Avenue (previously shared with the academy). The college grew despite the depression in the 1930s from 215 to 300 in 1939. The emphasis shifted beyond education toward both social work and business (including an innovative training institute in cooperative management). The early 1940s were like the 1930s except that war touched everything. D’Youville students were active participants in war work, fund drives, and many alumni served abroad. The college also launched its nursing program in 1942.

After World War II American higher education boomed with the GI Bill. D’Youville also grew over the next quarter century but at a slower pace. By 1967 the college had 1,120 students with 556 in nursing. The Liberal Arts program, leading mostly to teaching, was slightly larger with 694 students. Health care expectations and shifting patterns of care along with the baby boom had served the college well. The college, led by Sr. Francis Xavier, had added a library and a dormitory in the 1950s; a new classroom building, two more dormitories and a college center in the 1960s. In 1968 when Sr. Mary Charlotte Barton became president the situation required changes—the student rebellion, state support of education, Catholic men’s colleges going coed, Vatican II—all suggested that a moderate-sized, resident college for Catholic women could not survive. Sr. Mary Charlotte stabilized the situation by recruiting older students, admitting men, getting more state aid at D’Youville and selling Mary Agnes Hall, the dormitory (Mary Agnes became a home for assisted living).

In the late 1970s under Sr. Denise Roche, the college expanded again, this time into graduate education in nursing and then building on the college’s strength in health care to add five year programs in occupational therapy and physical therapy and smaller programs in dietetics and physician assistant. In the 1990s a new library was created in the former elementary school, the 1950s library was demolished and a new classroom building connected much of the campus. The college expanded its gym and built a new apartment dormitory. Now celebrating its 100th anniversary D’Youville has over 3000 students, four doctoral degree, 12 masters degree, 10 dual/two degree, as well as 29 baccalaureate degree programs; it continues its traditions of individual attention, focusing on teaching and a commitment to Catholic values. For the future, the college is committed to its values of the past and to new programs and physical development, including pharmacy.

Please enjoy a selection of photos from our archives on pages 43-46 in celebration of the last 100 years.