While this catalog was prepared on the basis of the best information available at the time of publication, all information including statements of tuition, fees, course offerings, admissions and graduate requirements is subject to change without notice or obligation.

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

Inquiries concerning the application of Title IX may be referred to the college’s Title IX coordinator, located in the College Center, Room 111, or by calling 716.829.8198, or by e-mail at titleIXcoordinator@dyc.edu.
Dear Friends,

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

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

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

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

Sincerely,

Sister Denise A. Roche, GNSH, Ph.D.
President

**2011-2012 CALENDAR**

**FIRST SEMESTER 2011**

August 8
August 22
September 5
September 30 - October 2
October 10
November 23 - 27
November 28
December 5-10
December 10

**SECOND SEMESTER 2012**

January 9
January 16
January 17
February 20
February 20-21
February 22
April 2 - 9
April 15
April 10
May 5
May 7 - 12
May 11
May 12
May 18
May 19

School of Pharmacy Classes Begin
First Day of Classes
Labor Day (college closed)
Alumni Homecoming Weekend
Columbus Day (observed)
Canadian Thanksgiving (college closed)
Thanksgiving Holidays
Classes Resume
Final Examinations
Final Day of Semester

**2011-2012 calendar**

**MESSAGE FROM THE PRESIDENT**

**DECEMBER 2011**

December 20

School of Pharmacy Classes Begin
Martin Luther King Jr. Day (observed - college closed)
First Day of Classes
College Closed
Winter Break (no classes)
Classes Resume
Spring Break (no classes)
Good Friday (college closed)
Classes Resume
Last Day of Classes
Final Examinations
Last Day of School of Pharmacy Classes
Final Day of Semester
Baccalaureate Service
Commencement

**Message from the President**

**D’Youville Today**

**Student Life**

**Admission**

**Academic Policies and Procedures**

**Academic Programs**

**Courses of Instruction**

**Course Descriptions**

**Directories**

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**Sister Denise A. Roche, GNSH, Ph.D.**
President
The college offers bachelor’s, master’s, post-baccalaureate, doctoral and advanced degree programs in a variety of disciplines and professions. Undergraduate programs are offered in the liberal arts and sciences, nursing, business and management, information technology, business, pre-professional programs, and education. Graduate programs are offered in nursing, community health nursing, family nurse practitioner, clinical nurse specialist, school nurse education, and professional disciplines such as business administration, international business, health care management, and sports studies. Pre-professional programs, and education.

The college offers bachelor’s, master’s, post-baccalaureate, doctoral and advanced degree programs in nursing, community health nursing, family nurse practitioner, clinical nurse specialist, school nurse education, and professional disciplines such as business administration, international business, health care management, and sports studies. Pre-professional programs, and education.

Today, the tradition of excellence is maintained as D’Youville continues to offer programs that are innovative, challenging, and a means of maintaining direct contact with students, even if they are physically removed from the campus.

D’Youville has a history of being recognized for its excellence in nursing programs. The college has earned high standing in various professional journals and is accredited by the Accreditation Commission on Educational Preparation (ACEP) of the American Occupational Therapy Association and is registered with the New York State Education Department (NYSED).

D’Youville College is an independent, urban, coeducational institution. It provides undergraduate and graduate programs for more than 3,500 graduate and professional students. The college, founded in 1870, is governed by a self-perpetuating board of trustees who have governed the college since a charter amendment in 1970.

Even as D’Youville College has grown in its number of students, the college remains firmly committed to the personal growth and well-being of all those within its sphere of influence. D’Youville College is an independent, urban, coeducational institution. It provides undergraduate and graduate programs for more than 3,500 graduate and professional students. The college, founded in 1870, is governed by a self-perpetuating board of trustees who have governed the college since a charter amendment in 1970.

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COMMUNITY SERVICE

D’Youville is committed to developing liberally educated professionals. The college is a member of Western New York Service Learning Coalition and continues to enhance service learning opportunities for students. Specific and committed service projects are many. The college engages in cooperative programs with the Buffalo Public School system on the kindergarten, preschool and special education levels.

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

Campus Ministry offers many volunteer opportunities designed to encourage students, faculty and staff participation in the community. Specific volunteer efforts organized by Campus Ministry include: Habitat for Humanity, Adopt a Grandparent, Meals on Wheels delivery, Lending a Hand (an intensive five-to-seven-day community service endeavor) and a variety of collections or fundraisers for local community agencies. Campus Ministry also assists in connecting D’Youville students with volunteer opportunities in Buffalo’s West Side community.

COMMUNITY OUTREACH

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

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

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

In an effort to increase middle school students’ awareness of colleges and careers, build connections and expand opportunities for middle school educators’ professional development in targeted Western New York high need middle schools, D’Youville is participating in the Federal College Access Challenge Grant, “College2kids – Kids2College” awarded by the New York State Higher Education Services Corporation of Independent Colleges and Universities in collaboration with Alfred University, Daemen College, the Salis Mali Fund, D’Youville-Portage Campus BPS #1, Houghton Academy BPS #19, Antonia Pantoja BPS #18 and Native American Community BPS #19.

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

Second Chance Mentoring Project is a joint endeavor between D’Youville College and the Boys and Girls Clubs of Buffalo. D’Youville students are trained as mentors for the most at-risk youth of Buffalo. The 100 identified youth are in danger of academic failure, alcohol, tobacco and substance abuse, violence, gang activity and juvenile delinquency. Programming and mentoring is offered to stimulate their curiosity in careers so that the youth are motivated to continue their education, stop risky behaviors, and reignite their characters so that they resist the lure of delinquency and reconnected with their community, thus resulting in a reduction in recidivism. Second Chance is funded or older.

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

THE CAMPUS

Koessler Administration Building (1874)

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

Montante Family Library (1999)

The library is housed in a magnificently renovated four-story building. It contains approximately 50,000 volumes including microforms and software and subscriptions to over 600 print journals. 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, a 96-station computer lab, wireless Internet connectivity and study rooms are available. The library provides both group-viewing and portable TV/DVD/VCR units. The software collection includes: DVDs, videocassettes, compact discs, cassettes and other formats.

Madonna Hall (1959)

This five-story building houses the Leonardo da Vinci High School, the Buffalo Public Schools system, on three floors, a athletics lab/kitchen, archives and administrative offices. A large lounge is available for meeting and small local social gatherings.

Art Building (1967)

Classrooms, laboratories, library, hall and faculty offices are located in this six-story, air-conditioned building. Food Café is also located in this building.

College Center (1969)

The center lives up to its name as the hub of campus social, cultural and athletic events; its gymnasium, swimming pool, game room, fitness/wellness area, dining rooms, and meeting rooms also make it a popular site for community activities. Main dining facilities, a spacious lounge, some administrative offices and the college store are also located in the center.

Margaret Hall (1969)

The tallest building in the immediate area is this 12-story residence hall, which offers panoramic views of Lake Erie and the Buffalo skyline. The facility houses men and women on separate floors and includes a coed floor for part-time Canadian students. The residence life office, health center and the D’Youville (yearbook) office are located on the first floor.

Niagara Annex - 621 Niagara Street

The building houses vital administrative support offices. These include: alumni, institutional advancement, human resources, personal counseling, publications and public relations. The facility is within easy walking distance of the Porter Avenue campus and helps to integrate the college into the surrounding neighborhood.

Bauer Family Academic Center (2001)

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

Student Apartment Complex (2005)

Fully furnished studio and four-bedroom apartments with cooking facilities are available to juniors, seniors, graduate students and students 21 years of age or older.

Office of Juvenile Justice and Delinquency Prevention.

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

D’Youville Education Center (2006)

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

D’Youville Academic Center (2010)

In May 2010, this 50,000 square-foot building opened. It houses the School of Pharmacy, graduate, undergraduate and international admissions, the International Student Office (ISO), state-of-the-art classrooms, laboratories and a computer lab.
D’Youville College • 1.800.777.3921 • WWW.DYC.EDU

Home games. and the stadiums where the Buffalo Bills, minutes away from beaches, ski resorts New York State Thruway, D’Youville is only within walking distance of the Peace Bridge, the gateway to Canada. Off-street parking is available or you may park in any of our parking lots.

• If you are driving SOUTH-bound on the Niagara section (90) of the NYS Thruway, exit EAST on to PORTER AVENUE-EXIT 9, turn LEFT on to Porter Avenue and continue to the college.

• If you are driving NORTH-bound on the Niagara section (190) of the NYS Thruway, exit on to NIAGARA STREET - EXIT 10, turn LEFT on to Niagara then RIGHT on to Porter Avenue and continue to the college.

• If you are driving from CANADA, take the QEW, follow the signs to Fort Erie, then the Peace Bridge. After you go through U.S. customs, bear to the left and follow the signs to Niagara Street (26E SOUTH). Travel to the second light and turn left onto Porter Avenue. Continue straight (four traffic lights) to the college.

CROSSING THE U.S./CANADIAN BORDER

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

• Current passport

• U.S. passport card

• Enhanced state driver’s license

• Federally issued “trusted traveler” card such as the NEXUS or FAST

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

ALUMNI

D’Youville alumni have an excellent history of support and loyalty to the college. Their achievements are a testimony to the quality of the education received at D’Youville. Over 15,000 alumni, living on six different continents, continue the college’s mission of service within their professions and their communities. Their gifts of time, talents and financial support have had a tremendous impact on the college community. From capital campaigns, financial aid, scholarships and the annual fund to guest lecturing, clinical supervision, attendance at athletic events, and volunteering on campus, D’Youville alumni are committed to enhancing the mission and reputation of the college.

The office of alumni relations is located at the south end of the campus, in the annex at 631 Niagara Street. The staff acts as the liaison between alumni and the campus college community, and works closely with the Alumni Association board of directors. Alumni news may be found online on the D’Youville Alumni web site, and in the publication D’Missions.

ALUMNI ASSOCIATION

The Alumni Association is composed of more than 15,000 graduates. All students who earn their degree are automatically enrolled in the Alumni Association and from time to time honorary membership status is granted as determined by the association’s board of directors. The purpose of the association is to promote fellowship among members and to assist in advancing the best interests of D’Youville College. The association is led by an elected board of directors. The board also includes three non-voting members consisting of the alumni relations director and two students from the D’Youville College Student Association. Realizing that involvement with students is necessary for the vitality of the association, the board of directors, in conjunction with the alumni office, is committed to working on admissions recruitment, sponsorship of various programs and recognition of student leadership and achievement. The association funds the Sister Mary Charlotte Barton Alumni Kinship Scholarship and supports funding for the Alumni Association Endowed Scholarships. The association presents annual awards to recognize the achievements of alumni and current students. These awards include the Anne Lumm Award, Delta Sigma, which is in conjunction with induction into the Saint Margaret d’Youville Honor Society, and the Lisa Conroy Higgins Award.

ALUMNI ASSOCIATION BOARD OF DIRECTORS 2011-2012

President:
Michelle D. Stegman ’96

Vice-president:
Stephan T. Constantine ’03, ’05

Corresponding Secretary:
Mary Carol Kelleher Herwood ’52

Recording Secretary:
Julie Brancato Marinaccio ’04

Courtney Charleson-Smith ’99

Michael A. Coke, MD ’75

Bridget Lynch Harold ’84

Austin Houding ’99

Deborah Ziefel Hauther ’98

David P. Lorenzi ’99

Angela Brusher Padula ’55, ’78

Barbara Kansi Wier ’67

Chantal Kazmer Zambito ’97

Karen Rogers Ziemaniski ’83

Ex-officio members:
Director of alumni relations:
Mary B. Pfeiffer ’84

Student Association representatives:
Patrick Coyle
Kirsten Norman
CAMPUS SECURITY
Information on the college’s crime statistics are located at the U.S. Department of Education website, http://nces.ed.gov/security. Students may contact the vice president for student affairs at (716) 829-8199.

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

DIAy-CARES
The college does not offer on-campus childcare facilities. The Childcare Resource Network, at 405 Dewey Ave., is an informational and referral service on childcare services, pre-school, daycare, before- and after-school extended programs, family daycare providers and nurseries, and offers information on quality and regulations. There is no fee for the college’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 716.829.7726.

Financial aid is the key to obtaining all the aid possible to meet the expenses of a college education. A Financial aid personal 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. It, in the course of this complex educational process, a student feels he/she has been treated unfairly by a college employee, the college has both a standard grievance procedure and a grievance officer. Students can refer to the student handbook for a description in detail or contact the associate vice president for student affairs, for more information call 716.829.7766.

HEALTH SERVICES
The Health Center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, immunizations, health insurance information and printed materials. Clinic is 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 encourages 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 716.829.8777 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 multicultural diversity and is pleased to host students from more than 30 different countries. The International Student Office (ISO) plays a pivotal role in helping those students with visas, I-20s, adjustment issues, orientation, social security numbers, optional practical training, as well as any other immigration matters. The ISO also is involved in the international host family program, the international student club, the annual International Fiesta and many more cultural and immigration orientations on campus. The ISO plays another vital role on campus. It is responsible for administering the study abroad programs offered by D’Youville College. Students are encouraged to plan ahead and visit the ISO early for more information about the study abroad programs.

The ISO is located in the D’Youville Academic Center, Suite 219, with office hours Monday to Friday 8:30 am to 4:30 pm. All inquiries are welcome and encouraged to stop in.

THE KAVINOKY THEATRE
Now celebrating its 32nd anniversary, The Kavinoky Theatre, owned and sponsored by D’Youville College to promote the cultural richness of both the campus and the wider community, is a professional company presenting a season of six plays each year in its beautifully restored Edwardian auditorium. The Kavinoky presents a wide variety of works, from classic plays and musicals to world and regional premieres of important and emerging writers. D’Youville College students may purchase tickets for Kavinoky performances at greatly discounted prices.
LEARNING CENTER

The Learning Center helps students meet their academic goals. Among the services offered by the Learning Center are tutorial assistance, academic counseling, and instruction in reading, writing, chemistry and math. The Learning Center also provides support and accommodations for students with disabilities. For further information, students may visit the Learning Center on the 4th floor of the Koessler Administration Building or may call 716.829.7690.

MULTICULTURAL AFFAIRS

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

PERSONAL COUNSELING

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

VETERANS BENEFITS

D’Youville College is approved by the New York State Division of Veterans Affairs for the training of veterans and other eligible individuals. The college has been designated as a military-friendly school by GI Jobs magazine, placing in the top 15 percent of all colleges and universities nationwide. Veterans, the dependents of disabled or deceased veterans and the dependents of active duty military personnel may contact the director of the veterans affairs office, 716.829.7858, for an application and more information.

The D’Youville Veterans Advantage:

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

WRITING TUTORIALS

Professional writing tutors help guide students in their individual assignments, projects and theses. Clarity, formal academic writing and proper documentation are emphasized during periodic conferencing. Students working on major writing tasks are encouraged to meet with a tutor early in the process. For assistance, students may call 716.829.7797 (Tuesday/Thursday) or 716.829.7773 (Monday-Friday) for an appointment, or visit the tutorial office in KAB, Room 413.

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 are available online at www.dyc.edu.

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 contacting the office of graduate admissions at 716.829.8400 or toll-free at 1.800.777.3921 or by e-mail at gradadmissions@dyc.edu. Where long distance travel is a problem, a telephone interview will suffice. Candidates for specific programs will be contacted on an individual basis by the program director for a departmental interview during the application process.

CONDITIONAL 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, as determined by the graduate committee. Theses 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 grade 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.
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. 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 registration for these courses 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 into D’Youville College 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 materials visit the D’Youville College website at www.dyc.edu or contact the following.

Graduate Admissions, D’Youville College, 320 Porter Avenue, Buffalo, New York 14220.
Tel: 716.629.8400
Fax: 716.629.8408
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 website at www.dyc.edu.
4. International official transcripts/school records of secondary education and university work must be evaluated by an accredited evaluation service. Applicants must submit a course by course evaluation. Evaluations may be accomplished by completing the World Education Services (WES) application at www.wes.org by contacting the following:
World Education Services, Inc. P.O. Box 5087, Bowling Green Station, New York, New York 10274-5087
E-mail: info@wes.org
Tel: 212.966.6351, Fax: 212.739.8100
A list of acceptable evaluation services is listed on the college website at www.dyc.edu.
5. Test of English as a Foreign Language (TOEFL) results should be sent from the Educational Testing Service. The minimum score accepted is 80 (Internet-based); 173 (computer-based); or 500 (paper-based).
International Language Testing System (IELTS) minimum score is 5. Or
Satisfactory completion of an English as a Second Language Program (ESL) at a U.S. or Canadian college or university. For more information visit the ESL website at www.esl.com

For information on the above services contact:
TOEFL Services, Educational Testing Service
P.O. Box 6218
Princeton, New Jersey 08541-6218
www.toefl.org
Phone: 609.777.7000
Fax: 610.296.8872

A decision regarding admission to D’Youville College will be rendered once all documents have been received, reviewed and evaluated by the office of admissions. The D’Youville College director of admissions will send a letter of that decision via post. Once the student is admitted, a signed letter of acceptance will be included as part of the D’Youville College enrollment packet. The enrollment packet will contain all the necessary materials to complete the enrollment process. The package will contain the following:
1. A signed acceptance letter
2. Information regarding international student orientation
3. Information outlining deposit, health and immigration requirements
4. Health center information letter
5. Health and immunization report

All students currently being admitted to D’Youville College from a country other than the United States will need to be issued a Federal Form I-20. The I-20 is needed in order to obtain an F-1 student visa from the American embassy in the student’s home country. An I-20 will only be issued by the International Student Office at D’Youville College after:
1. Acceptance into a full course of study
2. Submission of the $500 international student deposit
3. Submission of the international student financial forms along with the appropriate supporting affidavits and financial documents.

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

**STUDENT ACCOUNTS OFFICE**

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

**Tuition and Fees**

<table>
<thead>
<tr>
<th>Program</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, per credit hour, master’s courses</td>
<td>$790</td>
</tr>
<tr>
<td>Tuition, per credit hour, doctoral students</td>
<td>$650</td>
</tr>
<tr>
<td>Tuition, chiropractic per semester</td>
<td>$725</td>
</tr>
<tr>
<td>Tuition, pharmacy, per semester</td>
<td>$14,150</td>
</tr>
<tr>
<td>Audit, per credit hour</td>
<td>$10</td>
</tr>
<tr>
<td>General college fee</td>
<td>$100</td>
</tr>
<tr>
<td>Full-time</td>
<td>$175</td>
</tr>
<tr>
<td>Part-time</td>
<td>$150</td>
</tr>
<tr>
<td>Student Association fee</td>
<td>$55</td>
</tr>
<tr>
<td>Full-time (per credit hour)</td>
<td>$3</td>
</tr>
<tr>
<td>Other Fees and Charges</td>
<td></td>
</tr>
<tr>
<td>Application fee (payable with application, non-refundable)</td>
<td>$25</td>
</tr>
<tr>
<td>New student orientation fee</td>
<td>$100</td>
</tr>
<tr>
<td>Late registration fee</td>
<td>$25</td>
</tr>
<tr>
<td>Late payment charge</td>
<td>$25</td>
</tr>
<tr>
<td>Late withdrawal</td>
<td>$25</td>
</tr>
<tr>
<td>Education Comprehensive Exam fee</td>
<td>$200</td>
</tr>
<tr>
<td>Challenge exams:</td>
<td></td>
</tr>
<tr>
<td>Written exam, per credit hour</td>
<td>$40</td>
</tr>
<tr>
<td>Clinical exam, per credit hour</td>
<td>$50</td>
</tr>
<tr>
<td>ID. replacement fee</td>
<td>$30</td>
</tr>
<tr>
<td>Returned check charge</td>
<td>$15</td>
</tr>
<tr>
<td>Lost check fee</td>
<td>$5</td>
</tr>
<tr>
<td>Student professional liability insurance</td>
<td>$50</td>
</tr>
<tr>
<td>International health insurance (estimated)</td>
<td>$1,380</td>
</tr>
<tr>
<td>January 1, 2011 – August 1, 2012 coverage</td>
<td>$1,580</td>
</tr>
<tr>
<td>Graduation fee or degree in absentia</td>
<td>$380</td>
</tr>
<tr>
<td>Academic government, out-of-state price, approx.</td>
<td>$70-90</td>
</tr>
<tr>
<td>Placement credentials folders (each student entitled to one folder gratis): each additional folder</td>
<td>$5</td>
</tr>
<tr>
<td>Transcript fee</td>
<td>$5</td>
</tr>
<tr>
<td>Alumni audit fee, per course</td>
<td>$100</td>
</tr>
<tr>
<td>Laboratory fee per course</td>
<td></td>
</tr>
<tr>
<td>Functional Anatomy</td>
<td>$365</td>
</tr>
<tr>
<td>Chiropractic Adjustive Techniques fee</td>
<td>$625</td>
</tr>
<tr>
<td>Diabetics Labs</td>
<td>$40</td>
</tr>
<tr>
<td>OT/P/T Labs</td>
<td>$40</td>
</tr>
<tr>
<td>Nursing Clinical Lab</td>
<td>$65</td>
</tr>
<tr>
<td>Other Labs</td>
<td>$40</td>
</tr>
<tr>
<td>Thesis microfilming and publishing</td>
<td>$200</td>
</tr>
</tbody>
</table>

Student fees are based on full- or part-time status and enrollment in particular classes and academic programs. The college does not waive student fees based on an individual student’s particular semester schedule, i.e., if courses are taken on or off campus or by distance learning, or whether the student is completing clinical, internship or student teaching requirements.

**HOUSING CHARGES**

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Semester Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaretta Hall Residence and board, per semester</td>
<td>$5,000</td>
</tr>
<tr>
<td>Apartment Residence, per semester</td>
<td>$3,985</td>
</tr>
<tr>
<td>Residence Council fee, per semester</td>
<td>$10</td>
</tr>
</tbody>
</table>
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FULL-TIME STATUS
A student is considered full time when they are registered for at least 12 credit hours in a semester, to be considered full time.

PART-TIME STATUS
A part-time student is one who is registered for less than 12 credit hours, in a semester.

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

APPLICATION FEE
A non-refundable application fee of $25 must be submitted with all paper applications, for admission to D'Youville College. There is no fee to process an online application.

ROOM DEPOSITS
All students residing on campus are required to pay a $50 room deposit. The deposit is credited to the student’s account, for the fall semester. The deposit is non-refundable after August 15.

ROOM DAMAGE DEPOSIT
In addition to the room deposit, all students must pay a room/apartment damage deposit. The deposit is refunded (less any damage charges) after the student withdraws from residence or after the end of the academic year.

Margaret Hall $50
The Apartments $100

INSURANCE
Illness and hospitalization insurance (12-month period) is available through the college’s insurance company for approximately $800. Family coverage is available at an additional cost. Students in the chiropractic education, dentistry, nursing, occupational therapy and physical therapy programs are required to have liability insurance coverage through the college for each clinical course. This includes registered nurses in the RN/BSN or RN/MSN programs and students in advanced certificate programs. Health insurance is mandatory for international students and for all students on D’Youville’s Study Abroad programs.

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

TUITION LIABILITY/WITHDRAWAL POLICY
Adjustments to tuition liability will only be made in cases of an official leave of absence or withdrawal. A withdrawal form must be filed in person, at the registrar’s office. Any adjustment/refund of tuition will be calculated on the date of the filing of a withdrawal form and the schedule below, for the fall and spring semesters.

Summer Liability
Students will be held 100 percent liable for the drop/add deadline, for each session, for which they are registered.

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

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

TUITION REFUND
Tuition and fees and room and board are not refundable in cases of unattended or unrecorded withdrawal. Students should consult the academic section of the catalog for the withdrawal and registration cancellation policy.

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

REFUND POLICY
Students who lose excess financial aid/ student loans may be eligible for a refund. Accounts at a credit status are reviewed weekly. Students can check their STAC account to see if a refund has been issued. Refund checks that have been posted between Friday and Tuesday should be available for pick up after 2:30 p.m. that Tuesday, and refunds posted between Wednesday and Thursday should be available after 2:30 p.m. that Thursday. Checks that are not picked up from the student accounts office within one week of being issued will be mailed to the permanent address on file. RESIDENT STUDENTS MUST PICK UP THEIR CHECKS. THEY WILL NOT BE MAILED until the end of the semester.

Book Vouchers:
Students with estimated credits on their account may automatically use their excess funds at the college’s bookstore. The charges will be posted to the student’s account and deducted from any estimated credit. If a student’s charges exceed the credit on file, they will be assessed a 6 percent finance charge on any unpaid balances.

Partial Withdrawal:
If a student withdraws from a course or courses, the student's liability for tuition is prorated based on the number of credits canceled per the course withdrawal schedule.

PAYMENT POLICY
Tuition and fees are payable, in U.S. dollars, by the established due date for each semester’s charges for the fall semester. The deposit must be established prior to the due date to avoid a $225 late fee. Students who do not have satisfactory financial arrangements are subject to having their registration canceled at the option of the college. Satisfaction payment arrangements may include payment in full (D’Youville College accepts payment by cash, check, money order, bank draft in U.S. Funds, MasterCard, Visa, Discover or American Express), completion of financial aid/student loans, enrollment in the monthly payment plan through Tuition Management Systems (TMS) or documentation of employer reimbursement. A combination of payment arrangements may be used. Interest of one percent per month will be charged on any unpaid balances. Prior semester balances cannot be carried forward into a new semester, and will prohibit a student from registering for additional courses. Transcripts, diplomas and certificates for professional examinations or licenses will also be withheld.

Monthly Payment Plan:
D’Youville College offers a monthly payment plan in partnership with TMS. It is an alternative to large annual tuition payments and it helps to limit borrowing. There is a small enrollment fee for the plan. Payments can be made in U.S. Funds by check, MasterCard, Visa, Discover or American Express credit cards, or direct debit from a U.S. checking or savings account. Any foreign student, including Canadian, would need to have a U.S. checking or savings account to be eligible to participate in the direct debit plan.

The budget amount for the plan is calculated by deducting any financial aid/ student loans from the student’s tuition and fees. The balance is then broken out over a four-month period for a semester-based plan, or nine-month period for an annual-based plan. Please be aware that any $25 added fee may be charged on students attending the entire academic year and budgets need to be calculated accordingly. The term of each plan would be based on registration. It is the student’s responsibility to inform the student accounts office of any changes needed to the budget for the plan, such as, if the student added a class or received additional financial aid. Changes to a budget would need to be approved by the student account office and they would notify TMS of the change. The balance of each semester must be paid in full before a student can register for the next semester.

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

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

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

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

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

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

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

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

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

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The financial aid office is located on the second floor of the Koessler Administration Building. Normal office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. If a student is unable to meet with a financial aid counselor during these times, he or she can schedule an early evening appointment by calling 716.829.7500. The financial aid office offers workshops to complete the Free Application for Federal Student Aid (FAFSA) beginning the first Wednesday in February until the Wednesday prior to April 15. Students should bring their W-2 forms and completed federal and NYS tax returns to this workshop. Students should call the financial aid office at 716.829.7500 for the exact time and location of workshops. New students should complete and submit the FAFSA for receipt at the processor by February 15 of the year they will enter D’Youville College. Continuing students should complete and submit the FAFSA at www.fafsa.ed.gov. A direct Stafford Loan must sign a promissory note and apply by letter to the financial aid office.

**FINANCIAL AID**

**TYPES OF FINANCIAL ASSISTANCE**

**GRANTS**

D’Youville College Scholarship:

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

Graduate Academic Scholarships: This non-renewable scholarship is awarded to students with strong undergraduate academic records. U.S. students applying must complete a FAFSA form, available online at www.fafsa.ed.gov.

**FEDERAL WORK STUDY**

This program provides jobs on campus for students in financial need. The awards during the academic year are for $1,800.

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

Direct Federal Stafford Loans: Full- and half-time graduate students are eligible to borrow up to $85,000 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 direct Stafford Loan application is available online at www.loan.gov.

**GRADUATE/PRE-GRADUATE PLUS LOANS**

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

Eligibility Requirements

- To be eligible for a Graduate/ Professional PLUS Loan, one must:
  - Be a U.S. citizen or an eligible non-citizen and have a social security number.
  - Be enrolled in a graduate or professional program.
  - Complete the Free Application for Federal Student Aid (FAFSA).
  - Have an unmet financial need.
  - Be married or single, and if married, a dependent or non-adoptive stepchild.
  - Have at least one dependent.
  - Have a dependent child who is a U.S. citizen or non-citizen eligible for a straight loan.
  - Be a national guard or reserve officer.
  - Be self-employed.
  - Be a military officer.
  - Be a member of the armed forces.

**DIRECT FEDERAL STAFFORD LOANS**

The pre-graduate Stafford Loan limits are $3,500 for subsidized and $6,000 for unsubsidized. The pre-graduate Stafford Loan limits are $3,500 subsidized and $7,000 unsubsidized.

**SISTER MARY CHARLOTTE BARTON ALUMNI KINSHIP SCHOLARSHIPS**

Awards are available to students who are related to D’Youville College alumni. For more information, go to www.dyc.edu/alumni/ friends.asp.

**FAMILY TUTION WAIVER**

This waiver is available to students attending D’Youville College who are attending D’Youville College who are enrolled for at least 12 credit hours each, as an undergraduate and 9 credit hours each, as a graduate student in the same year. These awards provide up to $3,000 per year on each student’s tuition. Both students need to be members of the same household. Families with two or more students residing in the residence halls in the same year receive an additional $1,000 per year on each additional student’s room and board. Applicants must complete the TAP application.

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

For students who are non-matriculated or completing prerequisites to be admitted to either an undergraduate or graduate program at D’Youville College, a pre-graduate Stafford Loan is required. The student is also limited to two consecutive months of Stafford eligibility while working on prerequisites. The pre-graduate Stafford Loan limits are $3,500 for subsidized and $6,000 for unsubsidized. The pre-graduate Stafford Loan limits are $3,500 subsidized and $7,000 unsubsidized.

**VETERANS BENEFITS**

D’Youville College is approved by the New York State Division of Veterans Affairs for the training of veterans and other eligible individuals. The college has been designated as a Military Friendly School by GI Jobs Magazine, placing it in the top 15 percent of all colleges/universities nationwide. Veterans, the dependents of disabled or deceased veterans, and the dependents of active duty military personnel may contact the director of the veterans affairs office, located in the Koessler Administration Building (KAB), Rooms 315-317, for an application and more information.

**D’YOUVILLE COLLEGE VETERAN TUTION WAIVER PROGRAMS**

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

**YELLOW RIBBON PROGRAM**

D’Youville College is a Yellow Ribbon participant. As such, a Memorandum of Understanding (MOU) has been executed between the Veterans Administration (VA) and D’Youville College to provide both parties agree to share, on a 50-50 basis, any tuition charges that exceed the $17,500 cap established under the approved Post 9/11 GI Bill signed into law by President Obama in January 2011. To be eligible for the Yellow Ribbon program, the service member, reservist/guardian or veteran must have 100% eligibility under provisions of Chapter 33 (Post 9/11) GI Education Bill. Defined as the service member or veteran having had 36 aggregate months or more of qualified active duty served on or after September 10, 2001. Veterans eligible under this program are not eligible for the YRT or VTW. Each undergraduate student must complete the TAP application.

**D’YOUVILLE COLLEGE VETERAN TUTION WAIVER (VTW) PROGRAM**

All other veterans, service members and/or reservists/guardians are eligible for the D’Youville College Veterans Tuition Waiver. This waiver is set at 50% of the tuition charged for each semester.
spouse or child of a veteran as defined waiver beginning in fall 2011.

College has established a 20% tuition honorably discharged veteran) D’Youville service member, reservist/guardsmen or veteran (defined as an active duty for the eligible dependent(s) of a D’Youville College Eligible Veteran’s

veteran’s benefits, and Title IV aid.

The balance of the tuition-specific aid such as but not limited to TAP and VTA. The Veterans Tuition Waiver will be applied to the student’s tuition (not fees) after all D’Youville conditions for receiving the eligible Veteran’s

• the student must be a Canadian citizen, in the state. This

5. Students new to D’Youville College will be considered late and subject to the chairperson of the metropolitan area. The loan

6. When any aid is offered, a student

5. Students new to D’Youville College will be considered late and subject to
delay the award letter. If not declined, the student must review and can decline it online within ten days of the date specified in the award letter. If the student does not decline the financial aid offer within ten days of the date specified in the award letter, it will be credited to the student’s account. If the student

Also, several government agencies sponsor assistanthips and scholarships for special groups. These include:

• the eligible student-veteran maintains satisfactory academic progress.

• the eligible student-veteran as defined above:

• is a veteran (defined as an active duty

• certify to the financial aid office that

• must complete a Free Application for Federal Student Aid (FAFSA); and

• the veteran’s waiver has been applied to the student’s bill, can be paid from veteran’s benefits, and Title IV aid.

NYSUT WAIVER

Teachers seeking permanent (professional certification who will be notified by the New York

The balance of the tuition, once the veteran’s waiver has been applied to the student’s bill, can be paid from veteran’s benefits, and Title IV aid.

OUTSIDE SOURCES OF AID

There are many sources of financial assistance that do not yield the college 20 percent tuition waiver. Students must identify themselves as union members during the admission process.

EMPLOYER TUTION ASSISTANCE

The employee listed below provides same 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 healthcare facilities provide tuition assistance for employees.

NYSUT WAIVER

Teachers seeking permanent (professional certification who will be notified by the New York State Teachers Union are eligible for a 20 percent tuition waiver. Students must identify themselves as union members during the admission process.

ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP)

OSAP is available for Canadian students attending D’Youville College. Applications are available on the OSAP website at www.osap.gov.on.ca. The D’Youville College financial aid office will process OSAP applications after the student is accepted.

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 aid. Accordingly, if the student will apply for U.S. federal aid, the student must file the FAFSA for receipt at the processor by Feb. 15 as a new student, and by April 15 each year thereafter. The student must commit to either U.S. aid or the Canadian waiver for the duration of the program at the college.

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 governmentally funded aid, the following steps should be followed and the information noted on the financial aid application:

a. Each candidate must meet the conditions for receiving the eligible Veteran’s

b. The student complete the Free Application for Federal Student Aid (FAFSA).

c. The student complete the application directly to the U.S. Department of Education.

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 proof of income and assets, copies of W-2 forms, signed federal tax returns and supporting documentation. This information should be submitted only when directed by the financial aid office.

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

6. When any aid is offered, a student must review and can decline it online within ten days of the date specified in the award letter. If not declined, the financial aid office will process the aid ten days after the award is made.

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

8. Federal Direct Stafford Loans are programs sponsored by the U.S. Department of Education. It lends to student applicants according to federal guidelines. Electronic Direct Stafford Loan promissory notes are found at www.studentloans.gov. The financial aid office will include subsidized and unsubsidized direct loans in the aid packages for those students who qualify for those loans. Students interested in Parent PLUS Loans must complete those promissory notes, as well as inform the financial aid counselor of an interest in those loans.

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

10. For graduate retention scholarships, the student must submit a written request for consideration for aid approximately six months prior to the start of each fall semester 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 for academic aid by completing the graduate financial aid recommendation form and forwarding 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 letter 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.

of attendance at the college. This waiver is applicable to all programs at D’Youville College with the exception of the professional phase of Pharmacy (Pharm.D.) and for those students transferring from another college for the graduate component of the doctoral program in physical therapy (DPT).

Who is eligible for the D’Youville College Veterans Tuition Waiver Program?

Eligibility for the VTW is determined by the following:

• Any active duty service member, reservist/guardian or veteran not eligible for Chapter 33 Yellow Ribbon (YR) and not eligible for Voc/Rchap Chapter 33 is eligible for the D’Youville College Veterans Tuition Waiver.

• the veteran student must be registered at DYC as a half-time or more student (minimum six credits/semester, undergraduate and four credits/ semester, graduate).

Conditions for surviving and maintaining the D’Youville College Veterans Tuition Waiver (VTW) are:

• be an eligible student-veteran as defined above;

• as a recipient of the VTW, the student-veteran understands that he/she is not eligible to receive any other D’Youville aid, waiver or scholarship;

• the student must complete a Free Application for Federal Student Aid (FAFSA); and

• the eligible student-veteran maintains 6 credits/semester and all federal, state and private (non-DY) grants, benefits, scholarships and loans that he/she may be eligible for.

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

NYSUT WAIVER

Teachers seeking permanent (professional certification who will be notified by the New York State Teachers Union are eligible for a 20 percent tuition waiver. Students must identify themselves as union members during the admission process.

OUTSIDE SOURCES OF AID

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

www.fastweb.com

www.bricksoescholar.com

www.newstudent.com/scholarship-

www.scholarshipexperts.com

www.viedischool.org

www.collegeboard.org/toc/html/

toch/fiscalaid00x0.html

Also, several government agencies sponsor assistantships and scholarships for special groups. These include:

New York State Department of Higher Education:

• New York State 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

The students make application directly to these agencies.

EMPLOYER TUTION ASSISTANCE

The employee listed below provides 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 healthcare facilities provide tuition assistance for employees.

Brooks Memorial Hospital

Bry-Lin Hospital

Buffalo Psychiatric Center

Catholic Health System

Citibank

Ford Motor

Gaymar Industries

General Motors

Honeywell

HSBC Bank

Kigar Micro

Intercontinental Branded Apparel

Kaleida Health

KEYBank

Lockport Memorial Hospital

Mount St. Mary’s Hospital

Niagara Falls Memorial Medical Center

Niagara Mohawk

Niagara Falls Memorial Medical Center

Ontario Student Assistance

The student completes the FAFSA and applies directly to the U.S. Department of Education. It lends to student applicants according to federal guidelines. Electronic Direct Stafford Loan promissory notes are found at www.studentloans.gov. The financial aid office will include subsidized and unsubsidized direct loans in the aid packages for those students who qualify for those loans. Students interested in Parent PLUS Loans must complete those promissory notes, as well as inform the financial aid counselor of an interest in those loans.

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

For graduate retention scholarships, the student must submit a written request for consideration for aid approximately six months prior to the start of each fall semester 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 for academic aid by completing the graduate financial aid recommendation form and forwarding 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 letter 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 continue his or her education. Students who receive financial aid must not only demonstrate financial need, but must also make satisfactory academic progress. Federal regulations require D’Youville College to have a satisfactory academic progress policy within the guidelines set by the U.S. Department of Education. To be eligible for Title IV financial assistance, Title IV recipients will be reviewed on both a qualitative requirement (G.P.A.) and a quantitative requirement (number of hours successfully completed) to ensure that they are making progress toward a degree or certificate. Each continuing student (Title IV recipient) must meet the requirements specified herein. Title IV financial aid programs include Perkins Loans, Federal Work-Study (FWS), Federal Stafford Loan and Graduate PLUS loan. Satisfactory academic progress, as described below, is evaluated twice a year: after the fall and spring semesters. Enrollment status will be determined as of the second week of classes. While these requirements govern the student’s eligibility to continue receiving financial aid, each student must also conform to the academic policies established by faculty. Failure to maintain satisfactory academic progress, as described below, may result in cancellation of financial aid awards and the student may have to repay funds already received. Permission to enroll in classes for a subsequent semester does not equal financial aid satisfactory academic progress.

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

• Full-time = nine or more credit hours. Minimum required earned hours must be six credits.
• Part-time = 6 to 9 credit hours. Minimum required earned hours must be four credit hours.
• Less than half-time = five or less credit hours. Minimum required earned hours must be one credit hour.

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

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

Graduate Degree Programs

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<th>Program</th>
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<th>Independent Study</th>
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<tr>
<td>Physician Assistant</td>
<td>86</td>
<td>109</td>
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</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 financial 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 or if they lost Title IV eligibility. Letters will be sent to their permanent home address listed with the financial aid office.

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

Students will also be given a date by which the appeal must be submitted in writing to the satisfactory academic progress appeals committee. Supporting documentation is required. This might include a letter from a physician or counselor, academic advisor or faculty member.

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

Successful Completion of Courses
• To be counted as successfully completed or earned hours, the student must achieve 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. During the semester, that student withdrew from a three-credit course. The student has successfully completed six credit hours. Nine credit hours is defined as full-time enrollment and the student received financial aid based upon full-time status. But the student only completed six credit hours, which is defined as part-time enrollment. This student did meet the minimum quantitative standards for progress.

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

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

At the end of this probationary semester, the student will once again be monitored for progress. If the student does not remain at par, the student will lose Title IV eligibility.

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

All refunds will be paid to the financial aid programs in accordance with federal policy in the following order:
1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV Programs

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

Graduate and professional degree students are expected to register during the period 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 prior to the dates on which their 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 directng 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 102 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 calendar year.

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 lower are applicable to all graduate programs at D'Youville College. However, some grades below B also may be applied to the graduate degree. Up to six credits of grades lower than a B (C+, 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

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 of any change of name, address or phone number in the registrar’s forms.

change of program

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

Academic advising

All students are assigned an academic advisor 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 certification, licensure and/or graduate work. Students wishing to obtain the name of an assigned academic advisor should contact the academic department, or the registrar's office.

extension to complete graduate degree

A petition for an extension of time to complete a graduate program is required by the student. Petitions for extension of time are reviewed by 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 118.

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 in which all students, including 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.

Connections office

All required forms are available in the Connections office (AC, Room 100).
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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 auditors 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. Students in good standing with a minimum cumulative G.P.A. of 3.0 and successful completion of at least 12 graduate credit hours at D’Youville College are eligible.

The 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 numerical 679 (fall offerings) or 680 (spring offerings) and the initials IS, e.g., NUR 679K. The title will reflect the course content. The graduate student must complete a written proposal of the study and obtain the approvals as indicated on the independent study application form for graduate students available in the graduate studies office in Al, T, Room III.

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 such cases, the original grade will be replaced by the second grade earned, whether higher or lower, when calculating the G.P.A.

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 for a course for which a prerequisite has been established, if a grade of F is received for a course. Applications for an “I” grade must be forwarded to the vice president for academic affairs.

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.

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

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.

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.

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.

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

HEALTH REQUIREMENTS

All graduate students must submit a completed D’Youville College Health Form. All students are required to satisfy New York state immunization requirements. Immunization records must be maintained in the D’Youville College health office, located on the first floor of Marguerite Hall. Staff may be reached at 716/688-3777.

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 have completed the requirements of all federal regulations governing the Commissioners on Licensure for service members. 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, the faculty member will, upon notification of the initiation of this appeal, notify 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. As instructors from the department 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 instructor may subject the student to additional program-specific sanctions. In the event that the appeal is not upheld, a record of the violation and the penalty imposed will be a part of the student’s academic record (department and registrar’s office) while at the college. If the student’s records show prior offenses of the academic integrity policy, the matter will be reported to the student’s program director and the academic vice president. The program director will decide upon appropriate sanctions and the matter will be reviewed by the academic integrity board. The decision of the academic integrity board can be appealed to the academic vice president, whose decision will be final. At every step in the appeals process, the student retains the right to review and rebut the accusations of academic misconduct and the evidence that supports them. The academic integrity board will be composed of a member of the department’s academic policies committee of the faculty. The academic policies committee who are involved in the alleged violation will recuse themselves from the proceeding. Sanctions for second and subsequent violations of the academic integrity policy may require approval by members of this board and are as follows:

a) Admission from the student’s academic program with either an opportunity to reapply after one semester or one year, or no opportunity to reapply.

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;

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 procedure 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, the faculty member will, upon notification of the initiation of this appeal, notify 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. As instructors from the department will be notified.

a) 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.

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.

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.

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RECEENCY 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 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 provide the director of their graduate program for additional information.

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 refusal admission as a student to an institution of higher education for making available to the student such equivalent opportunity.

1. Completion of coursework, including internships or practicum, concurrently with the following activities:
   b. Completion of the project and its related activities as determined by each graduate program.
   c. Review and approval of the thesis/dissertation manuscript by the thesis/dissertation proposal.
   d. Approval of the project as determined by each graduate program.
   e. Submission of signed green sheets form to the office of graduate studies with all required documentation and receipts.

DOCTORAL DEGREE PROGRAMS
D’YOUVILLE COLLEGE OFFERS DOCTORAL DEGREES IN THE FOLLOWING:

- Doctor of Chiropractic (D.C.)
- Educational Leadership (Ed.D.)
- Doctor of Pharmacy (Pharm.D.)
- Doctor of Physical Therapy (D.P.T.)
- Transitional Doctor of Physical Therapy (T-D.P.T.)

MASTER’S DEGREE PROGRAMS
D’YOUVILLE COLLEGE OFFERS MASTER OF SCIENCE DEGREES IN THE FOLLOWING:

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

TWO-DEGREE PROGRAMS ARE OFFERED IN THE FOLLOWING:

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

DUAL-DEGREE PROGRAMS ARE OFFERED IN THE FOLLOWING:

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

A DUAL DEGREE IN NURSING IS AVAILABLE FOR REGISTERED NURSES WITH AN ASSOCIATE DEGREE (B.S.N./M.S.). RN STUDENTS MAY CHOOSE THE MASTER OF SCIENCE IN EITHER OF THE FOLLOWING:

Nursing (M.S.)
Clinical Nurse Specialist in Community Health Nursing (M.S.) for the combined RN-B.S./M.S. degree

SEQUENTIAL-DEGREE PROGRAMS ARE OFFERED IN THE FOLLOWING:

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

ACADEMIC PROGRAMS

D’YOUVILLE COLLEGE OFFERS SEQUENTIAL DEGREES IN THE FOLLOWING:

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

Descriptions of the combined B.S./M.S., B.S.N./M.S., or RN-B.S./M.S. programs are available in detail in the D’Youville College undergraduate catalog.
GRADUATE DEGREE PROGRAMS

**Only the professional degree portion of this program is described in this catalog. Students are referred to the detailed descriptions of these programs included in the D’Youville undergraduate academic catalog for detailed description of the chiropractic pre-professional degree programs.**

<table>
<thead>
<tr>
<th>PROGRAM</th>
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<th>HOURS</th>
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<tr>
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**BUSINESS & MANAGEMENT**

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**EDUCATION**

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**HEALTH PROFESSIONS & POLICY**

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<th>HOURS</th>
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<td>27354</td>
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**PROFESSIONAL DEGREE PROGRAM**

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<th>PROGRAM</th>
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**CERTIFICATE PROGRAMS**

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<th>PROGRAM</th>
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<td>23824</td>
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DOCTORAL PROGRAM

The doctor of chiropractic program (D.C.P.) leads to an entry-level professional degree. The curriculum concentrates on specialized chiropractic skills and application of research methodologies to evidence-based practice. It encompasses class work, labs and clinical rotations over a period of 11 semesters. Internship and externship experiences include a total of 120 hours at a variety of clinical sites including, but not limited to, the college's clinics, externships, placement in community based institutions, hospital rotations, and private practices. The program is approved by the New York State Board of Regents and is registered with the New York State Education Department. The doctor of chiropractic degree program is accredited by the Commission on Accreditation of the Council on Chiropractic Education. Students who successfully complete the doctor of chiropractic program are eligible to sit for the National Board of Chiropractic Examiners (NBCE) and the Canadian Chiropractic Examining Board (CCEB) licensure examinations. Graduates who pass the NBCE examinations may apply for licensure in all states. Students are advised that some states may have additional or special requirements that must be met in order to obtain licensure in that state. For example, some states currently require a baccalaureate degree in addition to a doctor of chiropractic degree to apply for licensure. In some cases, the baccalaureate degree must be earned prior to entering the chiropractic program. In other cases, the baccalaureate degree may be earned concurrently with the doctor of chiropractic degree. Individual state requirements for chiropractic licensure are subject to change. Students should be aware that graduation from an academic program does not guarantee licensure, registration, and/or board certification for entry into practice. It is the student’s responsibility to check with the state licensure board in the jurisdiction in which they wish to practice for any additional requirements that must be met for licensure in that state, and to meet those requirements if they desire to obtain licensure to practice in that state.

**PROGRAM MISSION STATEMENT**

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:

- All applicants must possess 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.

- All applicants must possess a minimum of 48 semester-hour credits (or the quarter-hour credit equivalent) as follows:

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

  In each of the six distribution areas, no grades below 2.00 on a 4.00 scale will be accepted. In each of the six distribution areas, if more than one course is taken to fulfill the requirement, the course contents must be unduplicated.

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

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

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

**NOTES:**

Not described in this catalog. Students are referred to the detailed descriptions of these programs included in the D’Youville College undergraduate academic catalog.

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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 learning experiences other than formal coursework, as identified by an institution accredited by a nationally recognized agency, which formally has accepted or awarded such credits, may be admitted upon receipt of such evidence.

d) Students who hold a degree leading to licensure/registration in a health science discipline at the baccalaureate level or above with an earned cumulative grade point average of at least 2.5 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 2.5 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, writing, and 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 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.)

ACADEMIC REGULATIONS

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

1. Students must maintain a minimum overall 2.5 G.P.A. Additionally, no grade of less than a C will be acceptable for any course taken in the professional degree program. Students who fail to meet the minimum overall G.P.A. requirements will be placed on academic probation. While an academic probation student 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 consecutive 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 certification examination process. Successful completion of the externship program will require the student 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.

3. To meet minimum clinical experience requirements (CCE standards), students are 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 15 different patients (28 must be non-student patients). In the internship program, requires the students to complete a minimum of 100 clock hours of practice experience in chiropractic labs and/or at the college’s chiropractic clinic under the direct supervision of qualified faculty, as well as completion of the intern certification examination process.
- An internship exam for 25 different patients (28 must be non-student patients), each with defined case management plans, and diagnosis of 15 different disease categories, each with defined case management plans (which may be included among the 25 different patients, or in which the student may assist, observe, or participate in live, paper-based, distance learning, or other reasonable alternative).

REQUIREING THE CHIROPRACTIC COLLEGE ASSESSMENT TEST (CCAT)

We recognize that the decision to pursue a D.C. degree is an important one. You and the student in making academic decisions to succeed in their curriculum in the performance of 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.

This would include cases which demand the application of imaging, etc. of the D.C.P. of critical ancillary studies in determining a course of care, or cases in which multiple conditions, such 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, distance learning, or other reasonable alternative.

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

7. The doctor of chiropractic program requires that each student earn the D.C. degree must earn not less than 25 percent of the total credits required for the D.C. degree from D’Youville College.

8. For financial aid purposes, students enrolled in this professional degree program may apply for graduate financial aid assistance.

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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.
PERFORMANCE QUALIFICATIONS:

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

Sensory Requirements:
Students must have the ability to utilize sensory information as necessary and appropriate toward the acquisition, analysis, and integration of knowledge as follows:
- Ability to utilize visual observational skills, whether in the laboratory, classroom, or clinical setting, to the degree of being able to inspect a patient, use diagnostic instruments such as an otoscope and ophthalmoscope, interpret radiographs and other diagnostic images, and be able to accurately discern discolorations of the skin.
- Capacity to acquire information through auditory-based systems such as auscultation and percussion.

Auditory
- Ability to make determinations through palpation.

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

TECHNICAL REQUIREMENTS:

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

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

Course Requirements

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

Required Courses: Credits

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIO 507 Anatomy and Physiology Lab I</td>
<td>1</td>
</tr>
<tr>
<td>BIO 508 Anatomy and Physiology Lab II</td>
<td>1</td>
</tr>
<tr>
<td>BIO 603 Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>BIO 607 Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 608 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 610 Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 639 Human Gross Anatomy</td>
<td>6</td>
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<tr>
<td>BIO 641 Intermediate Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 660 Intermediate Physiology II</td>
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Research:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GERA 600 Theory Development</td>
<td>3</td>
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<tr>
<td>GERA 601 Research Methods and Design</td>
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Project Option Requirements

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<th>Course</th>
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<tr>
<td>CHR 626 Project Seminar</td>
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Thesis Option Requirements

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>GERA 610 Thesis Seminar</td>
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<tr>
<td>GERA 629 Thesis Advisement</td>
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Supportive:

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<tbody>
<tr>
<td>HSA 606 Culture, Health and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>or HSA 612 Culture, Health and Health Care</td>
<td>1</td>
</tr>
<tr>
<td>SOC 600 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or CHR 654 Epidemiology &amp; Public Health for Chiropractors</td>
<td>3</td>
</tr>
<tr>
<td>PHI 600 Philosophical Methods</td>
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<td>PHI 609 Ethics in Health Care</td>
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Chiropractic:

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>CHR 600 Introduction to Chiropractic Philosophy, History, Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CHR 600L Introduction to Chiropractic Lab</td>
<td>2</td>
</tr>
<tr>
<td>CHR 601 Analysis and Adjustive Techniques I</td>
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<tr>
<td>or CHR 650 Adjustive Technique I</td>
<td>5</td>
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<tr>
<td>and CHR 650A Adjustive Technique II</td>
<td>2</td>
</tr>
<tr>
<td>and CHR 652 A Adjustive Technique III</td>
<td>2</td>
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<tr>
<td>CHR 602 Analysis and Adjustive Techniques IV</td>
<td>7</td>
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<tr>
<td>or CHR 653 A Adjustive Technique II</td>
<td>7</td>
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<tr>
<td>CHR 603 Analysis and Adjustive Techniques V (Ortho I)</td>
<td>7</td>
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<tr>
<td>or CHR 654 A Adjustive Technique III (Ortho II)</td>
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<tr>
<td>CHR 604 Analysis and Adjustive Techniques VI (Ortho II)</td>
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<tr>
<td>or CHR 655 Adjustive Technique IV (Ortho II)</td>
<td>7</td>
</tr>
</tbody>
</table>
### EDUCATIONAL LEADERSHIP (ED.D.)

**DOCTORATE PROGRAM**

The doctorate 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 finance, the core curriculum offers a professional concentration in cultural perspectives, advanced curriculum 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 measurement to determine whether the problem has indeed been solved and the institution or system has benefited.
- The curriculum involves 44 hours of advanced graduate work beyond the professional master’s degree. It consists 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.
3. A completed comprehensive examination (see section on academic probation).
4. Two letters of reference from graduate professors or employers/supervisors focusing on the applicant’s potential for success in the doctoral program.
5. A brief biographical sketch (500-1,000 words) and written statement of goals for pursuing doctoral study.
6. 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.

**PROVISIONAL ADMISSION**

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

**TRANSFERRING CREDITS**

Students may transfer up to 45 graduate credits with grades of B or better at the discretion of the program director. Credits must be from an accredited institution in courses appropriate to the program. In the event the applicant has 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 STA 202 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 (B-, C+, etc.) will not only have to repeat that course, but will also be placed on academic probation. (See section on academic probation. (Grades of U, or unsatisfactory, are considered to be grades below a B for all policies that contain reference to grades of B or below for doctoral coursework. A course may be repeated one time only. The original grade will be replaced by the second grade, whether higher or lower. Students who receive a grade of B- or below twice for the same course, will be dismissed from the program.

**Academic Probation**

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

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

**Additional Requirements**

In addition to the above coursework, students are also required to 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

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**TOTAL CREDITS REQUIRED FOR THE D.C.**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>CHR 605</td>
<td>Diagnostic Imaging I</td>
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<tr>
<td>or CHR 661</td>
<td>Diagnostic Imaging I</td>
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<tr>
<td>and CHR 665</td>
<td>Diagnostic Imaging V (positioning)</td>
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<td>CHR 606</td>
<td>Diagnostic Imaging II</td>
<td>7</td>
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<tr>
<td>or CHR 662</td>
<td>Diagnostic Imaging II</td>
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<td>CHR 607</td>
<td>Diagnostic Imaging III</td>
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<tr>
<td>or CHR 663</td>
<td>Diagnostic Imaging III</td>
<td>7</td>
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<tr>
<td>CHR 608</td>
<td>Diagnostic Imaging IV</td>
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<tr>
<td>or CHR 664</td>
<td>Diagnostic Imaging IV</td>
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<tr>
<td>CHR 609</td>
<td>Applied Neurology</td>
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<td>CHR 610</td>
<td>Nutrition Throughout the Lifecycle</td>
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<td>Nutrition and Health</td>
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<td>CHR 612</td>
<td>Diet Therapy</td>
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<td>CHR 613</td>
<td>Pharmacology I</td>
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<td>CHR 614</td>
<td>Pharmacology II</td>
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<td>CHR 615</td>
<td>History and Physical Exam</td>
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<td>and CHR 616</td>
<td>Physical Diagnosis I</td>
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<td>and CHR 677</td>
<td>Physical Diagnosis II</td>
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<tr>
<td>and CHR 618</td>
<td>Physical Diagnosis Clinical Lab I</td>
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<td>and CHR 619</td>
<td>Physical Diagnosis Clinical Lab II</td>
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<td>or CHR 639</td>
<td>History and Physical Examination</td>
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<td>and CHR 640</td>
<td>Clinical Diagnosis</td>
<td>7</td>
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<td>CHR 620</td>
<td>Clinical Neuroscience</td>
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<td>or CHR 656</td>
<td>Clinical Neuroscience</td>
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</tr>
<tr>
<td>CHR 621</td>
<td>Physiologic Therapeutics</td>
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<tr>
<td>CHR 622</td>
<td>Entrepreneurship</td>
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<td>CHR 623</td>
<td>Clinical Internship I</td>
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<td>CHR 625</td>
<td>Clinical Externship</td>
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</tr>
<tr>
<td>CHR 636</td>
<td>Sports &amp; Emergency Care</td>
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<td>or CHR 638</td>
<td>CPR and Emergency Care</td>
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<td>CHR 637</td>
<td>(679/690) Chiropractic Rehabilitation</td>
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<td>or CHR 645</td>
<td>Chiropractic Rehabilitation</td>
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<tr>
<td>CHR 638</td>
<td>Psychology for Health Care Professionals</td>
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<tr>
<td>or HSA 689</td>
<td>Human Sexuality</td>
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</table>

**STUDENTS STARTING PROGRAM SUMMER 2010 OR LATER**

Additional required classes (these are strongly recommended for students currently in program)

- **Supportive:**
  - HEP 203 Medical Terminology
  - 1
- **Chiropractic:**
  - CHR 631 Chiropractic Biomechanics
  - 3
  - CHR 635 Spinal Anatomy
  - 4
DOCTORAL PROGRAM

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

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

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

APPLICATION REQUIREMENTS

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

1. A completed doctoral application with a non-refundable $150 processing fee.

2. Official undergraduate and graduate transcripts.

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

• Two letters of reference from graduate professors and employers/supervisors.

• Completion of a master’s degree, with a minimum of 30 graduate credit hours with grades of B or better.

Students who receive less than a B (3.0, C+ or better) will not be allowed to repeat that course, but will also be placed on academic probation for the same course (see section on academic probation). Grades of U, or unsatisfactory, are considered to be grades below a B. All policies that contain reference to grades of B- or below for doctoral coursework. A course may be repeated one time only. The original grade will be replaced by the second grade whether higher or lower.

Students who receive a grade of B- or below twice will be dismissed from the program. (Please refer to the grading policy section of this catalog.)

ACADEMIC REGULATIONS

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

• Doctoral students are required to receive a grade of B or higher in all courses in the Ed.D. in health policy and health education curriculum.

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 STA 602 Statistics Seminar at D’Youville prior to or concurrent with the research course requirement.
DOCTORAL PROGRAM
The School of Pharmacy will prepare students to practice in an inter-professional patient-centered environment where pharmacists are responsible for assisting patients in managing their medication regimens. Graduates of the program will be taught to communicate effectively with patients and other health care practitioners, to solve problems related to drug therapy regimens, and to develop and evaluate programs to improve the health of the communities they serve.

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

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

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

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

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

- Critical Inquiry - We will endeavor to create a learning community that employs both quantitative and qualitative analysis to describe and solve problems; that interprets, evaluates, and uses information discerningly from a variety of perspectives; that tolerates ambiguity and confusion while understanding the complexity of many problems, issues, and topics; that transforms the results of inquiry into judgments and actions; and that critiques conclusions, taking into account alternative points of view, and understanding the implications of various courses of action.
- Collaboration - We will foster a spirit of teamwork and partnership that is founded on effective communication skills and respect for the contributions of others; we will seek to create interdisciplinary, synergistic relationships characterized by inclusiveness and flexibility.

- Social Responsibility - We will seek to develop a commitment to social responsibility among students, faculty, staff, and other stakeholders by contributing to the health and well-being of patients, the community, and the world through volunteerism and service.
- Lifelong Learning - We will encourage and support students centered learning that prepares students with the requisite knowledge, skills, and attitudes for the provision of patient-centered care throughout their academic and professional careers.
- Professionalism - We will encourage and demand professionalism; responsibility for one’s actions, and integrity and honesty. We will promote a professional model where decisions are made in accordance with legal, ethical, social, economic, and professional guidelines.
- Leadership - We will provide opportunities for students, staff, faculty, and other stakeholders to develop the attributes of leadership: personal accountability, valuing others, integrity, and self-awareness. We aspire to develop leaders who have the capacity to influence the thinking, understanding, and attitudes of others, and the ability and courage to identify and affect solutions.

- Critical Inquiry - We will endeavor to create a learning community that employs both quantitative and qualitative analysis to describe and solve problems; that interprets, evaluates, and uses information discerningly from a variety of perspectives; that tolerates ambiguity and confusion while understanding the complexity of many problems, issues, and topics; that transforms the results of inquiry into judgments and actions; and that critiques conclusions, taking into account alternative points of view, and understanding the implications of various courses of action.
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- Collaboration - We will foster a spirit of teamwork and partnership that is founded on effective communication skills and respect for the contributions of others; we will seek to create interdisciplinary, synergistic relationships characterized by inclusiveness and flexibility.

- Social Responsibility - We will seek to develop a commitment to social responsibility among students, faculty, staff, and other stakeholders by contributing to the health and well-being of patients, the community, and the world through volunteerism and service.
- Lifelong Learning - We will encourage and support students centered learning that prepares students with the requisite knowledge, skills, and attitudes for the provision of patient-centered care throughout their academic and professional careers.
- Professionalism - We will encourage and demand professionalism; responsibility for one’s actions, and integrity and honesty. We will promote a professional model where decisions are made in accordance with legal, ethical, social, economic, and professional guidelines.
- Leadership - We will provide opportunities for students, staff, faculty, and other stakeholders to develop the attributes of leadership: personal accountability, valuing others, integrity, and self-awareness. We aspire to develop leaders who have the capacity to influence the thinking, understanding, and attitudes of others, and the ability and courage to identify and affect solutions.
- Critical Inquiry - We will endeavor to create a learning community that employs both quantitative and qualitative analysis to describe and solve problems; that interprets, evaluates, and uses information discerningly from a variety of perspectives; that tolerates ambiguity and confusion while understanding the complexity of many problems, issues, and topics; that transforms the results of inquiry into judgments and actions; and that critiques conclusions, taking into account alternative points of view, and understanding the implications of various courses of action.
- Collaboration - We will foster a spirit of teamwork and partnership that is founded on effective communication skills and respect for the contributions of others; we will seek to create interdisciplinary, synergistic relationships characterized by inclusiveness and flexibility.
APPLICATION REQUIREMENTS
The School of Pharmacy participates in PharmCAS, the Pharmacy College Admission Service. Prospective applicants should complete the PharmCAS application by submitting the following information to PharmCAS:
1. Results of the Pharmacy College Admissions Test (PCAT, code 104)
2. Official transcripts from all colleges previously attended
3. Three letters of reference from academic professors, employers or supervisors, and faculty or health care advisors
4. Non-US citizens, who have attended a foreign institute for their college coursework, must also take the TOEFL and TSE and have the results reported to PharmCAS
5. All foreign transcripts must be verified through World Transcript Services (WES), Educational Credential Evaluators (ECE), or Josef Sily & Associates
6. In addition to the PharmCAS application, all candidates are required to meet the following criteria:

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DYC COURSE</th>
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</thead>
<tbody>
<tr>
<td>Biology I with Lab</td>
<td>BIO101/101L</td>
</tr>
<tr>
<td>Biology II with Lab</td>
<td>BIO201/202L</td>
</tr>
<tr>
<td>Microbiology with Lab or Anatomy and Physiology with Lab</td>
<td>BIO203/203L</td>
</tr>
<tr>
<td>General Chemistry I with Lab</td>
<td>CHE101/101L</td>
</tr>
<tr>
<td>General Chemistry II with Lab</td>
<td>CHE102/102L</td>
</tr>
<tr>
<td>Organic Chemistry I with Lab</td>
<td>CHE201/201L</td>
</tr>
<tr>
<td>Organic Chemistry II with Lab</td>
<td>CHE202/202L</td>
</tr>
<tr>
<td>Calculus I</td>
<td>MATH25</td>
</tr>
<tr>
<td>Calculus II</td>
<td>MATH26</td>
</tr>
<tr>
<td>Applied Statistics</td>
<td>MAT203</td>
</tr>
<tr>
<td>English Composition I</td>
<td>ENGL101</td>
</tr>
<tr>
<td>English Composition II</td>
<td>ENGL102</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>SPE101</td>
</tr>
<tr>
<td>History</td>
<td>HIS202 or HIS203 or HIST201</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON201 or ECON202</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSY101 or SOC101</td>
</tr>
<tr>
<td>Humanities</td>
<td>PHIL101 or PHIL102 or PHIL103</td>
</tr>
</tbody>
</table>
| b) The completion of all required science courses (biology, microbiology, anatomy and physiology, general chemistry, and organic chemistry) require a laboratory component.
| c) General education coursework is not offered at your school, you may take botany or zoology and cell biology to satisfy the general biology requirement.
| d) All pre-professional science courses must be obtained from an accredited institution for a letter grade. Pass/No Pass, online, distance learning, CLEP and advanced placement courses are not accepted.
| e) All prerequisite coursework must be completed with a grade of "C" (2.0/4.0) or better.
| f) Science and math courses should be current, completed no more than five years prior to enrollment.
| g) All prerequisite math and science courses must be equivalent in scope and rigor to those required for math, chemistry and biology majors at D’Youville College.

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

POLICIES FOR PROMOTION AND RETENTION OF ALL STUDENTS
A. Sequence for Completing Program Requirements + In addition to the succedent course for each major sequence, including IPPE and APPE, all students must pass the state licensure examination before being allowed to practice in New York. This examination consists of the NAPLEX and two additional parts on law and laboratory skills. This program will be designed consistent with New York state licensure requirements and the professional standards and guidelines established by the ACPE.

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

C. Grades Below C ‒ Students who fail a course must repeat the course unless he or she has been dismissed. A course may be repeated only once. In such cases, the original grade will be replaced by the second grade earned, which is a minimum grade that can be earned for the repeated course is C. Students who receive grades of D- or lower twice for the same course may be dismissed from the program. Due to course prerequisites a student may not be able to advance in the program until a course has been satisfactorily repeated. In most cases, remediation will be offered during summer sessions. Students who receive a grade of D in either Introductory or Advanced Pharmacy Practice Experiences must remediate this experience and the director of experiential education and the practice site. Students who remediate two or more practice experiences may be dismissed from the program. A student may not only repeat two courses (including didactic and Introductory or Advanced Pharmacy Practice Experiences) in any given year and a total of four during their academic career in the School of Pharmacy.

D. Incomplete Grades ‒ Incomplete (I) grades are issued when the instructor is not prepared to give a final mark, or the student’s absence from the required school work during the completion of course requirements. Incomplete grades are not issued to students whose performance prior to illness was deficient or who were unable to keep up with the course requirements. A failing grade (F) will be issued if the work is not completed before the end of the eighth week of the semester following an incomplete grade. With approval from the cooperating faculty member and the assistant dean of faculty and student affairs, a student may be permitted to complete the course in the proceeding summer session. Students who receive a grade of U in either Introductory or Advanced Pharmacy Practice Experiences must remediate this experience and the director of experiential education and the practice site. Students who remediate two or more practice experiences may be dismissed from the program. A student may not only repeat one course (including didactic and Introductory or Advanced Pharmacy Practice Experiences) in any given year and a total of four during their academic career in the School of Pharmacy.

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

F. Academic Resignation ‒ A student may resign from the program at any time prior to two weeks before the beginning of the final examinations for the term. Students who wish to resign must officially communicate this in writing to the assistant dean of faculty and student affairs. Resignation constitutes withdrawal from all courses being taken. A student who has resigned from the program must petition the admission committee for readmission. A student whose resignation was granted by the director of experiential education, may not be able to advance in the program until a course has been remediated, a grade below C- or an incomplete grade is submitted to replace any incomplete grade, will be placed on academic probation for the current semester of enrollment.

G. Leave of Absence ‒ A student who wishes to interrupt his/her studies through a leave of absence may do so only up to a total of 12 consecutive semesters. In order to obtain permission for a leave of absence, students must complete a request form and submit the form to the assistant dean of faculty and student affairs. Ordinarily, a student may not request a leave of absence after the twelfth week of the semester. Special consideration is given for illness or other unforeseen events. A student whose leave is granted must reapply for admission for the subsequent academic year and all completed semester’s work must be submitted. The leave automatically becomes a withdrawal. The student must then apply for readmission no later than 1 year from the return to the School of Pharmacy.
SEQUENCE FOR COMPLETING PROGRAM REQUIREMENTS

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

DISCLAIMER

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

TRANSFER CREDITS

Due to the highly integrated nature of the didactic and experiential components of the curriculum, the School of Pharmacy will consider requests for transfer of credits only on an individual basis. Credits accepted for transfer must have been awarded by an ACPE-accredited school of pharmacy. Only credits recorded on an official transcript of the issuing institution will be considered for transfer. Credits accepted for transfer must be determined to be substantially equivalent to courses offered by the D’Youville College School of Pharmacy in their content and quality. Students must submit a letter from their institution explaining the content and quality. Students should contact the assistant dean of faculty and student affairs for the most up to date information concerning the program and its policies.
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**DOCTORAL PROGRAM**

The graduate entry-level doctor of physical therapy (D.P.T.) program is offered to applicants who have completed a bachelor’s degree and undergraduate prerequisites for physical therapy. The graduate program is fully accredited by the Commission on Accreditation in Physical Therapy Education. Applicants to the doctoral program begin in the fall semester of the first year of graduate study and run through the following academic years. The program begins in the fall semester of the third year. D’Youville’s unique 36-month doctoral program is designed to be completed in 2 years and may be completed in 12-18 month period.

**ADMISSION REQUIREMENTS**

- **Honors Academic Record**
  - A cumulative undergraduate GPA of at least 3.0 (on a 4.0 scale).
  - A cumulative undergraduate GPA of at least 3.0 (on a 4.0 system).

- **Academic Performance**
  - Minimum cumulative GPA of 3.0 (on a 4.0 scale).

- **COLEGE ADMISSIONS**
  - For applicants who have completed at least 12 hours of college work, a minimum cumulative GPA of 3.0 (on a 4.0 scale)

- **TOEFL**
  - 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.

- **Psychometric Scores**
  - For international students, include a copy of a current license to practice physical therapy in the U.S. or its equivalent.

- **Accredited Degree**
  - A cumulative undergraduate GPA below 3.0 (on a 4.0 scale). Students who do not meet the minimum requirements are 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.

- **Applicants who seek to update their credentials **
  - Licensed D’Youville College alumni seeking to self identify their needs to the director of transition (or thesis completion equating to 111 credit-hours).

- **ADMISSIONS REQUIREMENTS**

**ACADEMIC AND PROFESSIONAL REGULATIONS FOR THE D.P.T. PROGRAM**

In addition to the general academic regulations, all matriculating students in the graduate D.P.T. program must complete 108 credit-hours as required, which also includes the comprehensive examination (where applicable) for the professional standards. The comprehensive examination will result in the student passing the PT student progress committee for permission to make a third attempt.

**APPLICATION PROCEDURE**

Applications will be processed when the following items have been forwarded to the office of graduate admissions within 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 $25.00 processing fee. If accepted, a third grade below a B will be placed on academic probation and be required to submit an academic plan to the PT student progress committee for review and acceptance to the program.

2. Official transcripts of all undergraduate and, where applicable, graduate work are required.

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 D.P.T. applicants: a letter from a primary care physician showing evidence of satisfactory work experience.

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

5. For transitional D.P.T. applicants only: a) a current license to practice physical therapy in the U.S. or its equivalent.

6. For 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.

7. Successful defense of the thesis or project, and submission of appropriate paper and thesis is required for graduation from the program. Project sequence includes GPA 601, PT 621, PT 622, and a graduate elective course. Theses are submitted for GPA 602, GPA 604, and GPA 629.

**ACADEMIC AND PROFESSIONAL REGULATIONS FOR THE D.P.T. PROGRAM**

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

- **Evidence of capability to succeed in graduate study**
  - Academic performance based on official college or university transcripts.

- **Applicants to the doctor of physical therapy (D.P.T.) program must complete the following requirements:**

 1. **Academic performance** on a comprehensive exam are required for graduation from this program. A few students in the physical therapy program may seek amendment 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.

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**ADMISSION REQUIREMENTS**

- **Entry-Level Program Degree Candidates (D.P.T.)**

 1. **Academic performance** based on official college or university transcripts.

 2. **Official transcripts** from colleges and universities attended by the applicant.

 3. **Evidence of capability to succeed in a graduate program**, as shown by a cumulative undergraduate GPA of at least 3.0 (on a 4.0 system).

 4. **Evidence of completion of all prerequisite coursework** with an overall grade point average of at least 3.0 (on a 4.0 system).

- **Prerequisite coursework** equivalent to the following D’Youville College courses:

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

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

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

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PROGRAM ACADEMIC PROBATION

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

STUDENT CONDUCT

Students enrolled in the D’Youville College physical therapy program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Throughout the curriculum, students are assessed on their student conduct related to a set of generic abilities adopted by the profession. Areas of generic professional behaviors include interpersonal communication, problem-solving skills and responsibility. Personal integrity is considered an essential of practice as such, this program has a policy of zero tolerance for academic dishonesty.

Any student with documented areas of conduct deficiency will be reviewed by the program student progress committee. Actions related to improper student conduct may include a committee request for a student-initiated contract of conduct remediation, program probation or dismissal from the program. Failure to meet student conduct standards during a probationary period or a serious breach of student conduct standards will result in dismissal from the program.

APPEALS

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

COURSE REQUIREMENTS

PHYSICAL THERAPY DEGREE: DOCTOR OF PHYSICAL THERAPY (D.P.T.)

In the specific area of concentration: Credits

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<td>PT 502 Pharmacology for Physical Therapists</td>
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<td>PT 503 Clinical Orientation Seminar I</td>
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PHYSICAL THERAPY DEGREE: DOCTOR OF PHYSICAL THERAPY (D.P.T.)

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<td>PT 625L Clinical Fieldwork Lab I</td>
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<tr>
<td>PT 703 Client Education, Advocacy and Consultation</td>
<td>3</td>
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<tr>
<td>PT 704 Clinical Orientation Seminar IV</td>
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</tr>
<tr>
<td>PT 710 Integration Seminar II</td>
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</tr>
<tr>
<td>PT 720 Clinical Fieldwork IV</td>
<td>6</td>
</tr>
<tr>
<td>PT 799 NPTE Exam Preparation</td>
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</tr>
<tr>
<td>HSA 613 Management in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective, Practicum or Directed Study</td>
<td>4</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>108-111</td>
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</table>

RESEARCH COMPONENT

CHOOSE EITHER PROJECT OR THESIS OPTION:

Project Option Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GRA 601 Research Methodology and Design</td>
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<tr>
<td>PT 621 Physical Therapy Project I Seminar</td>
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<td>PT 622 Physical Therapy Project II Seminar</td>
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<td>SUBTOTAL</td>
<td>9</td>
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Thesis Option Requirements:

<table>
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<th>Course</th>
<th>Credits</th>
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<tr>
<td>GRA 600 Theory Development</td>
<td>3</td>
</tr>
<tr>
<td>GRA 601 Research Methodology and Design</td>
<td>3</td>
</tr>
<tr>
<td>GRA 630 Thesis Seminar</td>
<td>3</td>
</tr>
<tr>
<td>GRA 639 Thesis Advancement</td>
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<td>SUBTOTAL</td>
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<td>TOTAL REQUIRED FOR D.P.T.</td>
<td>108-111</td>
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</table>

POST-PROFESSIONAL TRANSITIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM (T-D.P.T.)

Additional Course Requirements:

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 547 Pharmacology for Rehabilitation Specialists</td>
<td>1</td>
</tr>
<tr>
<td>PT 603 Critical Thinking and Critical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PT 668X Differential Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>PT 703 Client Education, Advocacy and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>PT 710 Integration Seminar III</td>
<td>2</td>
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<tr>
<td>PT 720 Clinical Fieldwork IV</td>
<td>6</td>
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<tr>
<td>PT 724 Professional/Clinical Instruction</td>
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<tr>
<td>TOTAL REQUIRED FOR T-D.P.T.</td>
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</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION (MBA)

ADMISSIONS REQUIREMENTS
Admission requirements for applicants entering as graduate students in the MBA programs are as follows:
1. Bachelor's degree in business from an accredited college or university.
2. A minimum of 3.0 G.P.A. (4.0 system) at the undergraduate level.
3. Two plus years of full-time employment experience in professional, corporate or business environment.
4. Official GMAT test score report.
5. Personal statement of purpose outlining applicant's professional goals and objectives.
6. Three letters of recommendation from employers, professional supervisors or other persons familiar with your professional intellectual abilities.
7. A minimum TOEFL score of 500 for international students from non-English speaking countries.

APPLICATION PROCESS
The applicant is asked to return the application and ALL relevant documents to D'Youville College, MBA Program Office, 300 Porter Avenue, Buffalo, NY 14201. Telephone: 716.829.8000 or 1.800.777.3503. Facsimile: 716.829.7660. Website: www.dyc.edu or e-mail: advanceprogram@dyc.edu.

In order for an applicant to be considered for acceptance into the MBA program, the following must be presented:
1. A completed application form with a $50 non-refundable application fee (U.S. funds).
2. A one-page statement of intent letter (should be approximately 500 words) addressing your professional goals and objectives for the intended program. This statement should include reference to past work related to the intended field of study and subsequent career objectives.
3. Three letters of recommendation from employers, professional supervisors or other persons familiar with your professional intellectual abilities.
4. A high school transcript or coursework completed within three weeks after the MBA office receives and recognizes all necessary forms, test scores and transcripts.

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 G.P.A. 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 G.P.A. below 3.0 will result in dismissal from the program.
3. Students who fail to achieve a minimum grade of B for a course (500- or 600-level courses) will not be permitted to enroll for the subsequent 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 three applicable master's-level business courses toward the completion of the MBA degree. Transferable courses must be a minimum grade of B. These courses will be counted as MBA electives.

Elective Courses...12

MBA Elective 1
MBA Elective 2
MBA Elective 3
MBA Elective 4

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

HRM 637 Multinational HRM/Management
HRM 638 Health, Safety and Labor Relations

Students can select specific concentration by selecting any 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

Course Sequence
Module 1 MBA 604 Human Resources Management
Module 2 MBA 601 Business Math and Statistics
Module 3 MBA 605 Financial & Management Accounting
Module 4 MBA 602 Theories of Economics
Module 5 MBA 611 Organizational Leadership
Module 6 MBA 612 Legal Environment in Business
Module 7 MBA 615 Marketing Management
Module 8 MBA 636 Corporate Finance
Module 9 MBA 625 Special Topics in Business Management
Module 10 MBA 624 Global Supply Chain and Logistics Management

Contact Information
D'Youville College
GRADUATE CATALOG 2011-2012
D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU
14201 Porter Avenue, Buffalo, NY 14201. Telephone: 716.829.8000 or 1.800.777.3503. Facsimile: 716.829.7660. Website: www.dyc.edu or e-mail: advanceprogram@dyc.edu.
Adolescence education students must have a 3.0 credit-hour concentration in the teaching area towards a content core, at least three credit-hours of study in a foreign language and coursework towards a general education core requirement. A grade of "C" (or equivalent) is required.

TRANSFER CREDIT POLICY

U.S. Students may transfer up to twelve 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 prior courses in the graduate program in which they are enrolled.

INTERNATIONAL STUDENTS

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

ACADEMIC REGULATIONS

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

3. Establishing candidacy in graduate education programs:
- All programs in the School of Education are accredited by the Regents.
- Accreditation and general education program. Programs are aligned with the Interstate New Teacher Education Consortium (INTASC) standards, New York State learning standards, and with national and/or international standards for teacher certification. School of Education programs include:
  - Childhood Education: intended for candidates who wish to teach students grades 1 through 6, in multiple subject classrooms.
  - Adolescence Education: intended for candidates who wish to teach students in grades 7 through 12 in single subject classrooms. Single subject teachable areas include: biology, chemistry, earth science, English, French, Latin, mathematics, physics, social studies and Spanish.
  - Special Education: intended for candidates who wish to be Teachers of Students with Disabilities (TSWD) in either childhood or adolescence education.

ADMISSION REQUIREMENTS

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

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

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

1. matriculating students in graduate education programs must complete at least six hours required for their program. In order to be recommended for the master's degree in education and/or for teacher certification in NYS, all candidates must complete either a thesis or must pass and take a comprehensive examination at the completion of coursework and prior to the student teaching practicum. Candidates who wish to choose the thesis option shall refer to the candidate is registered to determine which courses must be retaken.

9. A grade below C (C-, C+, etc.) is considered in all graduate programs in education.

10. A required course can be repeated only once but must be completed 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 coursework have four terms in which to take and pass the comprehensive examinations or thesis option (fall and spring semesters only are counted). A candidate cannot be recommended for graduation and/or to the student teaching practicum if the student has passed the comprehensive examinations.

TEACHING PRACTICUM

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

Requirements for All Student Teaching Pracicum:

1. Students in any of the graduate degree programs in the School of 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 the requirements for individual programs. A one-credit seminar in student teaching practicum is required for all students registered in the student teaching practicum. Students who hold provisional certification in the area in which they are teaching the master's degree are not required to complete the student teaching practicum. Students who hold initial certification may have to complete student teaching.

Prescriptions for Student Teaching

Students must have successfully completed ALL required D'Youville education coursework in the master's degree, core and content core coursework prior to student teaching, including the SAVE Seminar and the Identification and Prevention of Child Abuse seminar. Students must pass all comprehensive examinations and otherwise be in good standing in their program. Students who are carrying more than six credits of coursework below a B level (B-, C+, C) may take the necessary courses prior to student teaching and earn a grade of B or higher.

U.S. Students who have baccalaureate degrees in the area in which they are seeking certification and who have current provisional certification 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 topics used in the special topics course and the topic must be approved by the program director.

FIELD EXPERIENCE PLACEMENT PROCEDURE

1. The dates for all students seeking teaching credentials are the deadlines for filing all field experience applications. Applications received after these dates will be returned. This will delay the field experience student teaching practicum.

2. Students eligible for student teaching must first complete the comprehensive examinations or the student teaching practicum prior to student teaching. The student must have a cumulative grade of C or better in all graduate courses completed and the student's cumulative grade point average must be 3.0 or better to qualify for a field experience. The student must have a cumulative grade of C or better in all graduate courses completed and the student's cumulative grade point average must be 3.0 or better to qualify for a field experience.

3. Application forms are available on D'Youville College's website. The application should be submitted by the deadline, which will be subject to a $50 late fee and forfeiture of placement guarantee. Students are encouraged to check their email for a field experience should follow these steps:

1. Establish eligibility by following the application process. The academic advisor or certification director should confirm that all coursework leading to certification has been successfully completed and the student's cumulative grade is 3.0 or better.

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS
All students in education programs in New York state are required to pass required NYSTCE certification exams in order to be certified.

PROFESSIONAL BEHAVIOR STATEMENT
A student is to exhibit professional behavior when required to observe and/or participate in any field experience(s) for an education course. Unprofessional behavior in the field will result in failure in the course regardless of previous grades earned. Professional behavior is also required and expected in all classes. Unprofessional behavior on D’Youville grounds or while participating in any field experience 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 EDU 600, 601, 602 (if needed), and 610, and must follow all thesis requirements as outlined in the thesis handbook. Education faculty members are usually not available to serve as thesis advisors during the summer. A statistics course is required for students who select the thesis option in any graduate education program.

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

EDUCATION COURSES FOR FULL-TIME STUDENTS

EDUCATION DEGREE: M.S. IN CHILDHOOD EDUCATION (GRADE 1 TO GRADE 6)
IN THE AREA OF CONCENTRATION:
EDU 620 Foundations of Learning Theory ......................................................... 3
EDU 621 Elementary School General Strategies .................................................. 3
EDU 622 Needs of Exceptional Learners ............................................................... 3
EDU 623 Childhood Content Methods ................................................................. 3
EDU 624 Foundations of Teaching Reading and Literacy ...................................... 3
EDU 626 Teaching Children’s Literature ............................................................... 3
EDU 627 Diagnostic and Corrective Reading ....................................................... 3
EDU 682 Practicum in Student Teaching ............................................................ 5
EDU 681 Student Teaching Seminar ................................................................. 1
EDU 651 Multiculturalism and Cultural Diversity .............................................. 3
EDU 652 Curriculum Planning in Education ....................................................... 3
EDU 656 Philosophical and Social Foundations of Education ............................ 3
EDU 683 Advanced Observations in Childhood Education .................................... 0
EDU 698 Comprehensive Examination ......................................................... 0
TOTAL REQUIRED FOR M.S. IN CHILDHOOD EDUCATION ............................ 36

EDUCATION DEGREE: M.S. IN ADOLESCENCE EDUCATION (GRADE 7 TO GRADE 12)
IN THE AREA OF CONCENTRATION:
EDU 613 Methods of Content Area Literacy ..................................................... 3
EDU 620 Foundations of Learning Theory ......................................................... 3
EDU 622 Needs of Exceptional Learners ............................................................... 3
EDU 631 Secondary School Content Methodology .......................................... 3
EDU 637 Adolescent Literacy ........................................................................... 3
EDU 651 Multiculturalism and Cultural Diversity .............................................. 3
EDU 652 Curriculum Planning in Education ....................................................... 3
EDU 656 Philosophical and Social Foundations of Education ......................... 3
EDU 693 Advanced Observations in Adolescence Education ........................... 0
EDU 691 Student Teaching Seminar ................................................................. 1
EDU 692 Practicum in Student Teaching ............................................................ 5
EDU 697 Comprehensive Examination ......................................................... 0
TOTAL REQUIRED FOR M.S. IN ADOLESCENCE EDUCATION ......................... 30

EDUCATION DEGREE: M.S. IN SPECIAL EDUCATION (CHILDHOOD)
IN THE AREA OF CONCENTRATION:
EDU 624 Foundations of Teaching Reading and Literacy ...................................... 3
EDU 627 Diagnostic and Corrective Reading ....................................................... 3
SED 641 Options/Alternatives in Special Education Classroom Management .... 0
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
EDU 649 Curriculum Planning in 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 661 Student Teaching Seminar ................................................................. 1
SED 662 Practicum in Student Teaching ............................................................ 5
EDU 663 Advanced Observations in Childhood Special Education .................. 0
EDU 699 Comprehensive Examination ......................................................... 0
TOTAL REQUIRED FOR M.S. IN SPECIAL EDUCATION (CHILDHOOD) ............. 39

EDUCATION DEGREE: M.S. IN SPECIAL EDUCATION (ADOLESCENCE)
IN THE AREA OF CONCENTRATION:
EDU 613 Methods of Content Area Literacy ..................................................... 3
EDU 630 Secondary School General Strategies .................................................. 3
EDU 637 Adolescent Literacy ........................................................................... 3
SED 641 Options/Alternatives in Special Education Classroom Management .... 0
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 649 Curriculum Planning in Special Education ........................................... 3
EDU 651 Multiculturalism and Cultural Diversity .............................................. 3
EDU 652 Curriculum Planning in Education ....................................................... 3
SED 653 Critical Issues in Education ................................................................. 3
EDU 656 Philosophical and Social Foundations of Education ......................... 3
SED 671 Student Teaching Seminar ................................................................. 1
SED 672 Practicum in Student Teaching ............................................................ 5
EDU 673 Advanced Observations in Adolescence Special Education ............... 0
SED 699 Comprehensive Examination ......................................................... 0
TOTAL REQUIRED FOR M.S. IN SPECIAL EDUCATION (ADOLESCENCE) ....... 42

EDUCATION DEGREE: M.S. ED. TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)
IN THE AREA OF CONCENTRATION:
TSL 660 Introduction to Applied Linguistics ....................................................... 3
TSL 662 Second Language Acquisition ............................................................. 3
TSL 663 Methods I ....................................................................................... 3
TSL 664 Sociolinguistics ................................................................................. 3
TSL 662 Curriculum Planning in Education ....................................................... 3
TSL 654 Computer Assisted Language Learning (CALL) ................................ 3
TSL 668 Research in TESOL ........................................................................ 3
TSL 657 Comprehensive Examination ......................................................... 0
TSL 667 Methods II .................................................................................... 3
TSL 668 Practicum in Student Teaching ............................................................ 5
TSL 669 Student Teaching Seminar ................................................................. 1
TSL 690 Comprehensive Examination ......................................................... 0
TOTAL REQUIRED FOR M.S. ED. IN TESOL ................................................... 30
HEALTH SERVICES ADMINISTRATION (M.S.)

MASTER’S DEGREE

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

ADMISSION REQUIREMENTS

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

ACADEMIC REGULATIONS

In addition to the general academic regulations, all matriculated students in the health services administration program must fulfill the following requirements:

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: M.S.

PREREQUISITE KNOWLEDGE:

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

IN THE AREA OF CONCENTRATION CREDITS

HSA 615 Health Systems Organization and Management ................................................3
HSA 616 Human Resource Management in Health Care Organizations ................................3
HSA 648 Financial Management in Health Care Organizations ........................................3
HSA 649 Financial Analysis and Strategic Management of Health Care Organizations ... 3
HSA 653 Legal and Ethical Issues in Health Care Organizations ....................................3
HSA 659 Improving Performance of Health Systems ......................................................3
HSA 652 Health Care Economics and Public Policy Making .........................................3
SOC 600 Epidemiology ..................................................................................................3

TOTAL .................................................................................. 24

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
GRA 601 Research Methodology and Design
GRA 610 Thesis Seminar
GRA 629 Thesis Advisement

TOTAL .................................................................................. 12

PRACTICUM:

HSA 672 Practicum

TOTAL REQUIRED FOR M.S. .................................................................................. 42

INTERNATIONAL BUSINESS (M.S.)

MASTER’S PROGRAM

The master’s of science degree program in international business combines specialized training in international business with a strong foundation in foreign language, research, communication, ethics and international 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. Completion of a minimum of 39 credits
2. Two reference letters from employers (supervisors, colleagues)
3. Five years of full-time experience in a health-related facility
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 422 Management Strategy and Policy and MGT 315 Financial Management as prerequisites prior to entering the M.S. in international business program; should the student lack basic knowledge in principles of business, such as in accounting finance, marketing, economics, business law, management, or business statistics.

The department of business may allow students to waive these prerequisites based upon an evaluation of any relevant previous coursework or work experience. The decision to waive any of the following courses rests with the chair of the department of business.

PREREQUISITES

The academic qualifications of each individual student will be reviewed by the business department to determine if the student needs to take the prerequisites. MGT 315 and MGT 422.

ACADEMIC REGULATIONS

In addition to the general academic regulations, all matriculated students in the master’s program in international business must fulfill the following requirements:

1. Completion of a minimum of 39 credits
2. Completion of fieldwork and language requirements
3. Completion of a master’s project

FIELDWORK REQUIREMENT

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

LANGUAGE REQUIREMENT

Four semesters of college-level courses or fluency in a modern foreign language (other than English) prior to the completion of this program are required.
COURSE REQUIREMENTS
INTERNATIONAL BUSINESS DEGREE: M.S.

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

TOTAL .................................................................................................................. 39-45

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

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

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

NURSING (M.S.N.)

MASTER OF SCIENCE IN 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, mental health nursing, pediatrics, gerontological nursing or adult health nursing. The clinical nurse specialist in community health nursing offers an emphasis in advanced clinical practice, education or management. The family nurse practitioner specializes in providing primary care across all population groups, with a focus on maternal and child health nursing, geriatrics, pediatrics, gynecology or adult health nursing.

ADMISSION CRITERIA FOR GRADUATE NURSING M.S.

1. A baccalaureate degree in nursing from an approved or accredited school of nursing with one of the following G.P.A.s:
   a. Cumulative undergraduate G.P.A. of at least 3.0;
   b. Cumulative undergraduate G.P.A. of at least 2.75, with a 3.0 or better in the second half of undergraduate work;
   c. Cumulative undergraduate G.P.A. of at least 2.75, with a 3.0 or better in the major field.

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. An undergraduate course in applied statistics of at least four credits, with a grade of C or better. Alternatively, a 5-credit, undergraduate statistics course with a one-credit statistics course (GRA 602) to be taken at D'Youville College.

4. An undergraduate course in computer science, or its equivalent, to demonstrate computer literacy.

5. An active unrestricted license to practice professional nursing in the state of New York or in Ontario, Canada.

6. Evidence of current certification in cardio pulmonary resuscitation. Evidence of certification must be updated continually.

7. Two letters of reference that include comment on the applicant's clinical experience and professional performance. The letters must be from a supervisor and colleague.

8. A written statement of approximately 500 words clearly articulating the applicant's goals for master's education.

9. At least one year of practice as a registered professional nurse is recommended.

10. Submission of required health and immunization records to the D'Youville College health office; and clearance by the health office, are required prior to registration for courses.

11. A personal interview will be conducted following admission, prior to registration for the first semester courses, to review student goals.

ACADEMIC REGULATIONS
In addition to the general academic regulations – and depending on the type of program, functional track and whether the student chooses the thesis or project option – the student is required to successfully meet the following requirements:

1. Completion of 42-54 credit hours (community health nursing) or 31.36 credit hours (nursing – choice of clinical focus) as needed, 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 603, NUR 604, NUR 605, NUR 606, NUR 607, or NUR 608). Students who receive a grade less than a B (B-, C+, C or less) will be required to repeat the course. Failure in any of the clinical courses is a violation of the clinical education program. Failure in any of the clinical courses may result in failure in the program and/or dismissal from the program. Disciplinary action will be at the discretion of the faculty.

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

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 45 credit-hours (thesis option), plus additional credit-hours (if necessary) for the completion of either the thesis or the project requirement. Length of time to complete the program depends on whether the student chooses full-time study (nine to twelve credit-hours per semester) or part-time study.

COURSE REQUIREMENTS

NURSING (CHOICE OF CLINICAL FOCUS) DEGREE: M.S.

SUPPORTIVE COMPONENT: CREDITS

SOC 600 Epidemiology .................................................. 3
PHI 600 Philosophical Methods: .................................. 3
HSA 616 Health Systems Organization and Management ........ 3

TOTAL ................................................................. 9

NURSING COMPONENT:

NUR 609 Professional Role Development .................................. 3
NUR 630I Professional Nursing VII ........................................... 3
NUR 630II Professional Nursing VII (clinical) ..................... 2
NUR 630III Professional Nursing VII ......................... 2
NUR 630IV 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 ........................................... 3
NUR 629 Project Advisement ........................................ 1-3

SUBTOTAL ......................................................... 4-6

Thesis Option Requirements*

GRA 610 Thesis Seminar ........................................... 3
GRA 629 Thesis Advisement ........................................ 1-3

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

TOTAL CREDITS REQUIRED FOR M.S.:

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

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

MASTER OF SCIENCE IN COMMUNITY HEALTH NURSING

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

• Nursing management (practicum required)
• Nursing education (teaching practicum required)*
• Advanced Clinical Track

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

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

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

COURSE REQUIREMENTS

COMMUNITY HEALTH NURSING DEGREE: M.S.

SUPPORTIVE COMPONENT: CREDITS

SOC 600 Epidemiology .................................................. 3
PHI 600 Philosophical Methods: .................................. 3

TOTAL ................................................................. 6

NURSING COMPONENT:

NUR 604 Community Health Nursing - Optimum Health and Episodic Health Restoration .................. 3
NUR 605 Community Health Nursing - Continuous Health Restoration .................................................. 3
NUR 606 Clinical Practicum I ........................................... 3
NUR 607 Clinical Practicum II ........................................... 3
NUR 608 Clinical Practicum III .......................................... 2
NUR 609 Professional Role Development .......................... 3

TOTAL ............................................................. 17

FUNCTIONAL TRACKS (CHOOSE ONE OF THE THREE TRACKS)

ADVANCED CLINICAL TRACK (10 CREDITS)

NUR 631 ......................................................... 3
NUR 632 ......................................................... 3
NUR 633 ......................................................... 3

SUBTOTAL .................................................. 10

EDUCATION TRACK:

GRA 606 Curriculum Development ................................... 3
GRA 607 Teaching Strategies ........................................... 3
GRA 608 Teaching Practicum .......................................... 1

SUBTOTAL .................................................. 9

MANAGEMENT TRACK:

HSA 615 Health Systems Organization and Management .................................................. 3
HSA 616 Human Resource Management in Health Care Organizations ........................................... 3
HSA 627 Practicum ......................................................... 3
HSA 648 Financial Management in Health Care Organizations .................................................. 3

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

RESEARCH COMPONENT:

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

TOTAL ............................................................. 6

Project Option Requirements:

NUR 610 Project Seminar ........................................... 3
NUR 629 Project Advisement ........................................ 1-3

SUBTOTAL ......................................................... 4-6

Thesis Option Requirements*

GRA 610 Thesis Seminar ........................................... 3
GRA 629 Thesis Advisement ........................................ 1-3

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

TOTAL CREDITS REQUIRED FOR M.S.:

PROJECT OPTION ........................................... 42-48
THESIS OPTION .................................................. 47-54

*Additional credit-hours may be necessary in order to complete the thesis requirements.
NURSE PRACTITIONER MASTER OF SCIENCE (Family Nurse Practitioner in Primary Care)

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

Full-time graduate students in this program may register for 9–12 credit-hours per semester. Part-time students generally register for less than nine credit hours per semester. Summer sessions are not counted as semesters.

Coursework can be completed in two years of full-time study. Courses must be taken in the sequence indicated by the prerequisites. There are a total of 100 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 master’s in occupational therapy must fulfill these requirements:

1. Completion of 40 credit-hours (master of science) or 30 credit-hours (post-master’s certificate) as required.
2. Students on academic probation may not take clinical courses and are limited to six credits per semester while on probation.
3. Students cannot register for clinical courses in the M.N. program until formally accepted into the program.
4. Nurse practitioner students are required to receive at least a B in 8th Clinical courses that prepare them for their clinical practice and each clinical practicum (NUR 631, NUR 631L, NUR 634, NUR 635, NUR 637, NUR 637L, NUR 638, NUR 639, NUR 640, and NUR 640S). Students who receive less than a B, including a B-, C, or C+, will have to repeat that course, will be placed on probation and cannot take any of the clinical practicum courses until they raise their grade in the applicable course to at least a B. They are also limited to six credits while on probation.
5. Student responsibilities: The nurse practitioner program is a demanding program in coursework, time, commitment and financial obligation. Due to these responsibilities for the program, students should seriously evaluate the impact that employment may have on their personal clinical and academic progress.

Clinical practicum courses include:

- NUR 631 Family NP Clinical Practicum in Pediatrics
- NUR 636 Family NP Clinical Practicum in Women’s Health Care
- NUR 640 Family NP Clinical Practicum in Adult Health

Preparation courses include:

- NUR 631 & 633, Advanced Health Assessment and Lab
- NUR 635 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.

CURSE REQUIREMENTS

NURSE PRACTITIONER (FAMILY NURSE PRACTITIONER IN PRIMARY CARE)

DEGREE: M.S.

CLINICAL COMPONENT: CREDITS

NUR 631 Advanced Health Assessment .......................................................... 3
NUR 633 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/640 CL.1 .............................. 3
NUR 640 Family NP Clinical Practicum in Adult Health ................................. 5

SUBTOTAL: .................................................... 24

RESEARCH COMPONENT

GRA 600 Theory Development ................................................................. 3
CSA 609 Research Methodology and Design .................................................. 3

SUBTOTAL: .................................................... 6

CHOOS THE EITHER PROJECT OR THESIS OPTION:

Project Option Requirements:

- NUR 630 Project Seminar .............................................................................. 3
- NUR 629 Project Advise................................................................................ 1

SUBTOTAL: .................................................... 4-6

Thesis Option Requirements:

- GRA 650 Thesis Seminar .............................................................................. 3
- GRA 629 Thesis Advise ................................................................................ 1

SUBTOTAL: .................................................... 5-6

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

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

MASTER’S PROGRAM

The master of science degree in occupational therapy is an entry-level degree for those who wish to work in the field of occupational therapy and who meet the admission criteria. The degree program, includes courses in occupational therapy theory and practice, six months of supervised fieldwork and research and may be completed within three academic years. The program is designed to exceed the revised 2006 Standards for an Accredited Educational Program for the Occupational Therapist and to prepare graduates to succeed in diverse and emerging areas of practice. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 3220, Bethesda, MD 20814-3425. The AOTA telephone number is (301) 652-6520.

Once all requirements are completed, graduates are eligible to sit for the National Certification Exam for Occupational Therapists, administered by the National Board for Certification of Occupational Therapists (NBCOT). A felony conviction may affect a student’s ability to sit for the NBCOT exam. After successful completion of the 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 laws 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 eligibility to graduate in a program as shown by one of the following (all grade point averages are based on a 4.0 system):
   a. A cumulative undergraduate G.P.A. of at least 3.0.
   b. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the second half of undergraduate work.
   c. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major.
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 on apply.
   d. 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 Human Anatomy and Physiology, Human Anatomy and Physiology I and II, or their equivalents in at least one of which is a lab course, as determined by the registrar and the department.

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

ACADEMIC REGULATIONS

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

GRADE AND G.P.A. REQUIREMENTS

To be in good standing one must:

1. Maintain a minimum semester and cumulative average of at least 3.0.
2. Maintain a minimum grade of B in all graduate courses.
3. Have no more than a total of six credits of grades lower than B (B-, C, C+) applicable to the graduate degree. This applies to all 500 and 600 level courses. A grade of C or lower is not applicable to the academic good standing or the academic good standing and the accelerated part-time schedule.

Students who receive a second grade of C or lower on any courses taken while in the program for any reason will be dismissed from the program.

ABOUT THE DEPARTMENT

The Occupational Therapy graduate program is proud to meet the rigorous academic standards of the American Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 3220, Bethesda, MD 20814-3425. The AOTA telephone number is (301) 652-6520.
DISMISSAL
1. While on probation, failure to meet the following conditions will result in dismissal from the program. A student on probation must, for all 500- and 600-level courses over the next two full semesters:
   a. Receive no less than a “B” in all courses;
   b. Achieve a semester average of at least 3.0;
   c. Achieve a cumulative average of at least 3.0.
2. A student who is dismissed from the program for the first time has the option to appeal this dismissal. The student must write a letter to the chair of the department requesting an appeal based on student circumstances that affected academic standing.
3. A student who is dismissed from the program for the first time, and does not have a successful appeal, must wait one year before reapplying if he/she meets the criteria for a student in good standing (see academic regulations). They may also be required to meet individualized criteria outlined during the dismissal meeting (if applicable).
4. If a student is dismissed from the program a second time, he/she cannot appeal that dismissal nor reapply to the program.

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

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

Level II when students return to campus to complete Professional Issues, Community Practice and either thesis or research project courses and two (2) additional semesters. In addition to other academic requirements, Clinical Level II Fieldwork must be successfully completed within a 12-month period of completion of all other coursework or repetition of academic courses may be required.

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

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

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

COURSE REQUIREMENTS

Occupational Therapy Degree: M.S. OT

FOR THE MAJOR DEGREE: CREDITS
OT 501 Occupational Therapy Process and Theoretical Foundations I ................................. 2
OT 506 Occupational Development I .................................................................................. 4
OT 509 Medical and Social Conditions I .......................................................................... 2
OT 510 Medical and Social Conditions II ......................................................................... 2
OT 512 Occupational Development II ............................................................................. 4
OT 514 Intersessional Skills ............................................................................................... 2
OT 515 O.T. Delivery Systems ........................................................................................... 2
OT 517 Group Process ....................................................................................................... 2
OT 519 Functional Anatomy ............................................................................................. 5
OT 520 Neuroscience for Rehabilitation ............................................................................ 5
OT 521 Fieldwork Seminar I ............................................................................................. 0
OT 534 Research Seminar ................................................................................................ 3
OT 525 O.T. Process and Theoretical Foundations II ......................................................... 2
OT 527 O.T. Methods of Evaluation and Documentation II ............................................... 2
OT 529 Child and Adolescent Intervention ....................................................................... 4
OT 532 Fieldwork Seminar II ........................................................................................... 0
OT 533 O.T. Methods of Evaluation and Documentation II ............................................... 2
OT 534 Adult and Geriatric Intervention .......................................................................... 4
OT 535 O.T. Process and Theoretical Foundations III ......................................................... 2
OT 620 Clinical Fieldwork I ................................................................................................ 4
OT 640 Clinical Fieldwork I ............................................................................................... 4
OT 643 Management of Occupational Therapy Services ................................................. 3
OT 689 Professional Issues ............................................................................................... 2
OT 690 Community Practice ............................................................................................. 2

TOTAL .......................................................... 64-66

Total credits may vary based on the completion of additional courses.

RESEARCH COMPONENTS:
OT 501 Research Methods in Occupational Therapy ......................................................... 3
OT 509 Research Development ......................................................................................... 3
OT 529 Research Advisement ......................................................................................... 3
OT 530 Research Advisement .......................................................................................... 1

SUBTOTAL .................................................. 9-10

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

GENERAL ADMISSION REQUIREMENTS

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

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

REQUIREMENTS THAT ARE SPECIFIC TO A GIVEN CERTIFICATE PROGRAM

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

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

COURSES OF INSTRUCTION

ADVANCED CERTIFICATE PROGRAMS
ADVANCED ORTHOPEDIC PHYSICAL THERAPY

(OFFERED BY PHYSICAL THERAPY)

ADVANCED CERTIFICATE PROGRAM

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

ADMISSION REQUIREMENTS

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

COURSE REQUIREMENTS

ADVANCED ORTHOPEDIC PHYSICAL THERAPY CERTIFICATE

REQUIRED COURSES:   CREDITS

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<td>PT 632</td>
<td>2</td>
</tr>
<tr>
<td>PT 632S</td>
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TOTAL: 6

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

CLINICALLY APPLIED PROGRAM ELECTIVES:

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<tr>
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<th>Credits</th>
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<tbody>
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SUBTOTAL: 2-4

PROGRAM RELATED ELECTIVES:

Graduate level course in education: 1-2

SUBTOTAL: 0-2

TOTAL REQUIRED FOR CERTIFICATE IN ADVANCED ORTHOPEDIC PHYSICAL THERAPY: 10

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CLINICAL RESEARCH ASSOCIATE

(OFFERED BY HEALTH SERVICES ADMINISTRATION)

ADVANCED CERTIFICATE PROGRAM

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

ADMISSION REQUIREMENTS

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

COURSE REQUIREMENTS

CLINICAL RESEARCH ASSOCIATE CERTIFICATE

REQUIRED COURSES:   CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA 601 Research Methodology and Design</td>
<td>3</td>
</tr>
<tr>
<td>HSA 648 Financial Management in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSA 653 Legal and Ethical Issues in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSA 672 Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SOC 600 Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL: 15

TOTAL REQUIRED FOR CERTIFICATE IN CLINICAL RESEARCH ASSOCIATE: 15
FAMILY NURSE PRACTITIONER (POST-MASTER’S CERTIFICATE)

(OFFERED BY SCHOOL OF NURSING)

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

This program includes 700 hours of direct care of patients in primary care settings. Students learn under the supervision of expert nurse practitioners and physicians. Preceptorships include 200 hours in pediatrics, 200 hours in women’s health and 300 hours in adult settings. The program can be completed in 12-18 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 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.

Required Courses:

- NUR 631 Advanced Health Assessment ................................................ 3
- NUR 631L Advanced Health Assessment Lab............................................ 1
- NUR 633 Advanced Physiology and Pathophysiology .............................. 3
- NUR 634 Health Promotion and Primary Care of Children & Families ........ 3
- NUR 635 Health Promotion and Primary Care of Women & Families .......... 3

SUBTOTAL ........................................................................ 13

Spring Semester

- NUR 632 Advanced Pharmacology..................................................... 3
- NUR 637 Health Promotion & Primary Care of Adults ............................ 3
- NUR 638 Family NP Clinical Practicum in Pediatrics .............................. 3
- NUR 639 Family NP Clinical Practicum in Women’s Health care ............. 3

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

Summer Semester

- NUR 640 Family NP Clinical Practicum in Adult Health ....................... 5

SUBTOTAL ........................................................................ 5

TOTAL REQUIRED FOR POST-MASTER’S CERTIFICATE
IN FAMILY NURSE PRACTITIONER ............................................ 30

HEALTH SERVICES ADMINISTRATION

(OFFERED BY HEALTH SERVICES ADMINISTRATION)

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

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

Required Courses:

- HSA 615 Health Systems Organization and Management ............................. 3
- HSA 616 Human Resource Management in Health Care Organizations ...................... 3
- HSA 648 Financial Management in Health Care Organizations ..................... 3
- HSA 653 Legal and Ethical Issues in Health Care Organizations .................... 3
- PSC 652 Politics and Economics of Health .................................................... 3

TOTAL REQUIRED FOR CERTIFICATE IN HEALTH SERVICES ADMINISTRATION .... 15
IMPROVING PERFORMANCE

(OFFERED BY HEALTH SERVICES ADMINISTRATION)

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

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

COURSE REQUIREMENTS

IMPROVING PERFORMANCE CERTIFICATE
REQUISITE 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)

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

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

COURSE REQUIREMENTS

LONG-TERM CARE ADMINISTRATION CERTIFICATE
REQUISITE 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 665 Aging in American Society 3
HSA 668 Nursing Home Administration 3
TOTAL REQUIRED FOR CERTIFICATE IN LONG-TERM CARE ADMINISTRATION 18
MANUAL PHYSICAL THERAPY

(OFFERED BY PHYSICAL THERAPY)

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

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

MANUAL PHYSICAL THERAPY CERTIFICATE

REQUIRED COURSES:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 631 Advanced Orthopedics Spine*</td>
<td>2</td>
</tr>
<tr>
<td>PT 635 Advanced Orthopedics Spine Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PT 632 Advanced Orthopedics Extremities*</td>
<td>2</td>
</tr>
<tr>
<td>PT 632S Advanced Orthopedics Extremities Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL: 6

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

CLINICALLY APPLIED PROGRAM COURSES:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 633 Neuromuscular Mobilization</td>
<td>1</td>
</tr>
<tr>
<td>PT 634 Spinal Manipulation</td>
<td>1</td>
</tr>
<tr>
<td>PT 634S Spinal Manipulation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PT 635 Exercise Strategies for Muscle Imbalances</td>
<td>1</td>
</tr>
<tr>
<td>PT 635S Exercise Strategies for Muscle Imbalances Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PT 689 Special Topics Electives</td>
<td>1-4</td>
</tr>
</tbody>
</table>

SUBTOTAL: 8-10

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

PROGRAM-RELATED ELECTIVES:

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

SUBTOTAL: 0-2

CLINICAL RESIDENCY:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 660 Clinical Residency</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL: 2

COMPREHENSIVE EXAMINATION

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

NURSING AND HEALTH-RELATED PROFESSIONS EDUCATION

(OFFERED BY SCHOOL OF NURSING)

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

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

MANUAL PHYSICAL THERAPY CERTIFICATE

REQUIRED COURSES:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA 606 Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>GRA 607 Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>GRA 608 Teaching Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL REQUIRED FOR CERTIFICATE IN NURSING AND HEALTH-RELATED PROFESSIONS EDUCATION .......... 9

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

DUAL DEGREE PROGRAMS
Dietetics (B.S./M.S.)
International Business (B.S./M.S.)
Nursing (B.S./M.S.)
Physician Assistant (B.S./MS)

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

SEQUENTIAL DEGREE PROGRAMS
Biology (B.S.) and Doctor of Physical Therapy (D.P.T.)
Exercise and Sports Studies (B.S.) and Doctor of Physical Therapy (D.P.T.)
Health Sciences (B.S.) and Doctor of Physical Therapy (D.P.T.)
TO BIOLOGY, ANATOMY AND PHYSIOLOGY LAB I (1) This course consists of three 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.

TO BIOLOGY, ANATOMY AND PHYSIOLOGY II LAB (1) This course consists of three hours of laboratory a week. Emphasis is placed on the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development.

TO BIO 603 BIOCHEMISTRY (4) This one-semester course emphasizes structure/function relationships among the components responsible for the biochemical functions of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), fluids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition. Student must be enrolled in the DR-CHP program and meet all prerequisite academic course requirements.

To BIO 639 HUMAN GROSS ANATOMY (6) This is a lecture and laboratory course in human gross anatomy, which uses cadaver dissection and other materials. Illustrative of human anatomy. Emphasis is placed on the anatomy of the systematic skeletal muscles, their bony attachments, nerve bundles, artery and blood supply, and functional movements. Additional dissection involves a study of abdominal and thoracic organs, anatomy of head and contents of the cranial cavity. Student must be enrolled in the DR-CHP program and meet all prerequisite academic course requirements.

TO BIO 659 INTERMEDIATE PHYSIOLOGY I (3) This course is comprised of discussions of the molecular attributes of cytological features that represent the underpinnings of such functions as nerve impulse and neurotransmission, skeletal muscle contraction, cardiac muscle excitation and coordination of contraction processes of electrolyte and water balance, actions of chemical messengers such as hormones and drugs, gas transport and cellular respiration, nutrition, metabolism and excretion. Student must be a current student in the DR-CHP program and meet all admissions requirements.

TO BIO 610 IMMUNOLOGY (3) Humans are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial. Many areas of biology use the immune system as a research tool. Today, 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 of the function in the cells, organs 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.

To CHR 600 INTRODUCTION TO CHIROPRACTIC PHILOSOPHY, HISTORY, THEORY AND PRACTICE (3) This course presents the history of the chiropractic profession. Topics provide a view of ancient forms of manipulation, early contributions to health care and 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 state of chiropractic care, including recent 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.

TO BIO 600 INTRODUCTION TO CHIROPRACTIC LAB (6) 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 Magner’s method. Permission CHR 600 or permission of instructor.

TO BIO 610 NUTRITION THROUGH 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.

TO BIO 611 NUTRITION AND HEALTH (3) This course examines the science of nutrition and its application to health and disease. The 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. Practical application, abuse and cost-effective measures.

To CHR 623 CLINICAL INTERNSHIP I (7) The focus of this course is on understanding the role of manager and the implementation, evaluation and submission, review and approval.

To CHR 624 CLINICAL INTERNSHIP II (7) This course is a continuation of CHR 623, Clinical Internship I. Prerequisite: CHR 623 and permission of coordinator of clinical services.

To 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 clinical associates. Prerequisite: CHR 624.

To CHR 626 PROJECT SEMINAR Seminar course focused on the discussion of current, future, education and theory research in the chiropractic profession. Review of what constitute an acceptable area of research and the specific requirements for developing a research proposal. 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.

The course introduces the student to management concepts related to starting 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.

To CHR 623 CLINICAL INTERNSHIP I (7) The focus of this course is on understanding the role of manager and the implementation, evaluation and submission, review and approval.

To CHR 624 CLINICAL INTERNSHIP II (7) This course is a continuation of CHR 623, Clinical Internship I. Prerequisite: CHR 623 and permission of coordinator of clinical services.

To 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 clinical associates. Prerequisite: CHR 624.

To CHR 626 PROJECT SEMINAR Seminar course focused on the discussion of current, future, education and theory research in the chiropractic profession. Review of what constitute an acceptable area of research and the specific requirements for developing a research proposal. 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 631 CHIROPRACTIC BIOMECHANICS (3) This course is focused on the understanding of biomechanics and the interrelationship of the body’s muscular system in relation to the spine. It pertains to human movement both normal and abnormal. Clinical case studies will be analyzed using a kinesiology approach to evaluate the most commonly treated chiropractic conditions as they relate to clinical practice. An analysis of upper and lower extremity joint mechanics will be introduced.

Specific attention will be placed on spinal biomechanics both normal and abnormal. Prerequisite: CHR 632.

CHR 632 INTRODUCTION TO MUSCULOSKELETAL PATHOLOGY (3) This course is focused on the discussion of different definitions and descriptions of what constitutes public health, the contributions and value of public health and the role that is played by health care practitioners regarding themselves and the interfaces they may face as future caregivers. The course will introduce the student to the role in functional recovery as it pertains to the chiropractor’s responsibility is stressed. The need for disease prevention and health promotion is emphasized. Attention will also be given to areas of concern, crisis issues, pain management, and self care. This course will introduce the student to the role in functional recovery as it pertains to the chiropractor’s responsibility is stressed. The need for disease prevention and health promotion is emphasized. Attention will also be given to areas of concern, crisis issues, pain management, and self care. 

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Clinical case studies will be analyzed using a kinesiology approach to evaluate the most commonly treated chiropractic conditions as they relate to clinical practice. An analysis of upper and lower extremity joint mechanics will be introduced.

Specific attention will be placed on spinal biomechanics both normal and abnormal. Prerequisite: CHR 632.

CHR 633 CHIROPRACTIC REHABILITATION (5) The course is a comprehensive examination of the current state of the art of musculoskeletal rehabilitation. The course is taught in a case-based format, and is designed to provide practical information including planning, prescribing and monitoring exercises in a region-specific context. Students also learn the indications and contraindications for therapeutic exercise prescription and concepts of exercise progression. They develop an understanding of the chiropractor’s role in functional recovery as it pertains to occupational issues and disability management. Prerequisites: CHR 631 & 632.

CHR 634 PHYSIOLOGY FOR HEALTH CARE PROFESSIONALS (3) The purpose of this course is to provide students with knowledge concerning issues they may face as future practitioners regarding themselves and their patients. Specifically, the course will provide an overview of mental health concerns, crisis issues, pain management and self care. Attention will also be given concerning how these issues are to be addressed as students work with future patients along with attempting to make appropriate referrals. Prerequisite: acceptance to the doctor of chiropractic program.

CHR 635 SPINAL ANATOMY (4) This course is focused on the anatomy and physiology of the nervous system including: embryology, neuroanatomy, neurophysiology, and neurochemistry. The course will include laboratory sections of the anatomy of the spine, bones, muscles, and nerves by examining specimens. Prerequisite: BIO 630

CHR 636 SPORTS INJURIES AND EMERGENCY CARE (3) This course will prepare the health care practitioner to appropriately evaluate and provide basic life saving skills for a variety of medical emergencies. Such emergency care can present themselves to the health care practitioner in a variety of settings including, but not limited to, one’s clinical practice, a sporting event or during personal time. This course will prepare the health care practitioner to appropriately evaluate the safety of the scene of the emergency, clinically evaluate the injured patient’s injuries, and treat/ stabilize said injuries utilizing basic life savings and other clinical management techniques. Additionally, this course will relate the general training and goals of a medical team, as well as members of the emergency medical service team, to better equip the health care practitioner to collaboratively engage with these individuals. Prerequisites: BIO 630 and CHR 640.

CHR 637 CHIROPRACTIC HISTORY (7) This course will introduce the student to the contemporary use of exercise for the rehabilitation and functional restoration of the musculoskeletal system. The course is taught in a case-based format, and is designed to provide practical information including planning, prescribing and monitoring exercises in a region-specific context. Students also learn the indications and contraindications for therapeutic exercise prescription and concepts of exercise progression. They develop an understanding of the chiropractor’s role in functional recovery as it pertains to occupational issues and disability management. Prerequisites: CHR 631 & 632.

CHR 638 PATHOPHYSIOLOGY (5) The student will be introduced to the cross- referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodynamics. The clinical laboratory will comprise an integrated study 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 Magana’s method of evaluation. Decision-making, palpation and treatment sessions will be given, utilizing various adaptive and manipulative interventions for treating subluxation in the cervical and thoracic areas. Prerequisites: CHR 633.

CHR 651 ADJUVANT THERAPIES II (2) This course will present contemporary therapeutic intervention approaches and techniques related to the assessment, diagnosis, treatment, and evaluation of spinal dysfunction. Students in this course will review current research related to somatovisceral influences and their associated pathophysiology and neurodynamics. The clinical laboratory will comprise an integrated study 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 Magana’s method of evaluation. Decision-making, palpation and treatment sessions will be given, utilizing various adaptive and manipulative interventions for treating subluxation in the cervical and thoracic areas. Prerequisites: CHR 633.

CHR 652 ADJUVANT THERAPIES III (2) This course will present contemporary therapeutic intervention approaches and techniques related to the assessment, diagnosis, treatment, and evaluation of spinal dysfunction. Students in this course will review current research related to somatovisceral influences and their associated pathophysiology and neurodynamics. The clinical laboratory will comprise an integrated study 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 Magana’s method of evaluation. Decision-making, palpation and treatment sessions will be given, utilizing various adaptive and manipulative interventions for treating subluxation in the cervical and thoracic areas. Prerequisites: CHR 633.

CHR 653 ADJUVANT THERAPIES IV (7) This course will build on the process of assessment, treatment and evaluation of the cervical and thoracic areas. The student will learn about orthotics, taping and casting techniques utilized to treat conditions of the spine across the age continuum.

Clinical laboratory experience will be divided into two sections: Section I will emphasize cervical and thoracic orthopedic tests. Section II will emphasize cervical and thoracic orthopedic technique, as well as soft tissue procedures. Section III will include a practical application in correlation of EMG findings with the patients’ orthopedic clinical assessment. All sections will continue with a particular focus on Maigne’s method of orthotic devices, taping and casting techniques for various extremity conditions. Corequisite CHR 650 or permission of instructor.

CHR 654 ADJUVANT THERAPIES V (ORTHOPEDICS I) (7) This course will build upon the knowledge obtained in Analytical & Adjunctive Techniques CHR 631, 635, 650, 651, 652. The course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis, and manipulative techniques. The student will be involved in examining various spinal conditions, including those conditions resulting from spinal trauma. Additionally, the student will learn about orthotics, taping and casting techniques for various extremity conditions. Corequisite CHR 650 or permission of instructor.

CHR 655 CLINICAL NEUROSCIENCE (5) An in-depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. Laboratory includes examination of neural specimens. Four lecture hours, and two laboratory hours. Prerequisites CHR 653 or permission of instructor.

CHR 657 APPLIED NEUROLOGY (5) This course is concerned with human neurology, both biochemical and physiological. It is particularly designed to teach the cardinal manifestations of neurological disorders, and to provide an understanding of the nervous system; the neurology of aging and the pathology, symptomatology, and diagnosis of specific neurological conditions, including disease of the spinal cord, peripheral nerves.
and muscles. In addition, the course will include an introduction of related psychosocial issues such as the recognition of oncological, and a review of current research literature and the need for evidence-based practice. Laboratory sessions will include demonstration and practice in performing various radiographic procedures including sterile technique, CRH 665 or permission of the instructor.

CHRI 661 DIAGNOSTIC IMAGING I (4)
This course will introduce the student to diagnostic imaging as an assessment tool used in the development of a comprehensive patient profile. Instruction will include the normal radiological anatomy of the spine, visceral, and the extremities. The focus of the course will be the physics and processes involved in performing diagnostic examinations including image receptor equipment, factor calculation, and film processing and storage. The effects of ionizing radiation on biological systems, and federal and state safety guidelines regulating the use on biological systems, and federal and state safety guidelines regulating the use of x-rays will be examined. This course is prerequisite to Diagnostic Imaging II. Utilizing computer-assisted diagnostic programs, the student will be introduced to their use in the interpretation of chest images. The course will focus on the radiographic interpretation of the images that demonstrate radiological abnormalities and the assessment of organizational effectiveness and efficiency. Through the use of case studies and simulations, it provides dynamic, meaningful, and practical experiences in problem identification and solving.

DRE 662 COMMUNICATIONS IN HEALTH SYSTEMS ORGANIZATION: THEORY AND PRACTICE (3)
This capstone course will reinforce the knowledge gained in Diagnostic Imaging I. Utilizing conventional radiographic, focus will be on recognizing bone pathologies and selected variants of the spine and extremities. The course will be correlated with patient history, physical examination, and laboratory findings. The course will focus on the radiographic interpretation for the accurate identification of normal anatomy and pathologic processes. Laboratory experience will include the use of computer-assisted diagnostic programs and simulations, it provides dynamic, meaningful, and practical experiences in problem identification and solving.

CHRI 664 & CHRI 664L DIAGNOSTIC IMAGING IV: REGIONAL REVIEW OF MUSCULOSKELETAL IMAGING (11)
This course emphasizes the use of microcomputing with an emphasis on its application to health care data management. This course will provide tutorial guidance and supervised practice in the development and analysis of educational evaluation projects.

DHE 701 FIELD STUDY IN ORGANIZATIONAL RELATIONSHIPS: INTRA- INSTITUTIONAL PROBLEM SOLVING (3)
This course will serve as the basis for the student to develop a dissertation plan that will be used to develop the student's understanding and confidence about adult education, inequalities in the provision of health and education services and the 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.

DHE 712 PROPOSAL, DEVELOPMENT AND COMPLETION (3)
This course will consist of individual or small group research or evaluation experiences with a human service or health institution. It is designed to assess communications processes; determine problems, successses and failures in communications; and improve one’s ability to communicate in both educational and professional settings. It emphasizes the use of cases, incident processes and survey methodologies to assist in improving institutional communications.

DHE 702 DISCUSSION 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, the dissertation is reviewed by the dissertation committee. The doctoral student will present an oral report on the findings and goals of the study to a faculty-student symposium.
This course emphasizes the use of institutional research, small databases and institutional research. Applications include the use of institutional research, small databases and institutional research. Topics include the use of institutional research, small databases and institutional research. Applications include the use of institutional research, small databases and institutional research.

EDL 707 ASSESSMENT ISSUES IN EDUCATION AND INSTRUCTION (3)
This course examines the advanced examination of institutional 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 social situations and conditions of competency and standardization of systems of evaluation are considered. Alternative forms of assessment are studied as a means of establishing validity, reliability and discrimination.

EDL 708 COMPUTERS AND TECHNOLOGY IN EDUCATION (3)
This course examines the use of computer applications in educational and social institutions in an emphasis with their application to instruction, learning, assessment, information collection, and analysis, school management, staff development and social research. Applications will be made to curricular programs, student progress, competency evaluation and research. Students will examine at length, available software, hardware and the resource will examine the use of computers and technology in their own institutions with an eye toward educational improvements.

EDL 711 FIELD STUDY IN INTRA- 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 will be limited to students who have completed the comprehensive core and approved professional concentration. Completion of the question or problem will be limited to students who have completed the comprehensive core and approved professional concentration.

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 will be limited to students who have completed the comprehensive core and approved professional concentration. Completion of the question or problem will be limited to students who have completed the comprehensive core and approved professional concentration. 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, classroom application and research, and applied to actual practice in assessment, individualized programming and curriculum development. Students and peer students. Prerequisites: Completion of 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 provide a framework in which the needs of individual learners is a critical component of their educational experience.

EDU 623 CHILDHOOD CONTENT METHODS (3)
This course focuses on methods for teaching reading and writing in grades in one through six. Emphasis is on instructional planning, implementation and evaluation in language arts, science, social studies and math are emphasized in this course and the teaching art and music in the elementary school.

EDU 624 FOUNDATIONS OF TEACHING READING AND LITERACY (3)
This course serves as an introduction to philosophies, methods and materials related to the teaching of reading. Emphasis is placed on familiarizing the student with the impact of educational philosophies on the schools, the constituents of emergent reading and various approaches to teaching reading (including the integration of the language arts with language area studies) and the use of a variety of basal approaches to reading, specialized
EDU 526 MIDDLE SCHOOL CONTENT METHODS (3)
This course focuses on methods and materials strategy for teaching content 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)
This course is designed for teachers who are teaching at the preschool and lower and upper elementary levels; the course is an in-depth inspection of historical and contemporary literature for children and young adults. Emphasis in the course is on the development of the beginning reader, the nature of reading, the reading process and the responsibilities of the teacher to the student’s family is also emphasized.

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 in reading, instruction of informal testing devices and the study of materials and techniques used in teaching reading. Emphasis is related to student needs in a culturally diverse society. Students are also expected to plan for and develop knowledge of assessment techniques of reading.

EDU 645 PRACTICUM IN EARLY CHILDHOOD, MIDDLE OR CHILDHOOD EDUCATION (9)
This course is a 14-week (five days a week) college-supervised student teaching practicum in early childhood, middle or childhood education, including theories and principles taught in coursework and applied to actual practice in assessment, planning and management of pupils at these grade levels. Prerequisite: Completion of all coursework leading to certification; minimum 3.0 GPA.

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 minority groups in contemporary society. Cultural perspectives which impact schooling are discussed and strategies to enhance teaching and learning are explored. Age and cultural appropriateness strategies for creating effective teaching environments are examined.

EDU 652 CURRICULUM PLANNING IN EDUCATION (3)
This course is designed to provide the teacher with the necessary tools to plan, design and create a curriculum that is age-appropriate and individually appropriate to learners from birth to age seven. Emphasis in this course is on the processes involved in the curriculum design, implementation and evaluation of the curriculum. The course covers the state, district, school and classroom levels, along with the roles and responsibilities of the classroom teacher, 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 social and economic inequality, the privatization of schooling, equality and opportunity, the role of technology in education, ethical issues in assessment and the role of technology in assessment.

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 in ways in which they have been influential in shaping education in North America. As such, the course covers philosophies of education within the social-cultural context from which the field has been created. Discussions, lectures, discussion and student presentations are used to foster this understanding of education. Prerequisites: GPA 2.5, 300-level course in education.

EDU 660 TEACHING STRATEGIES (3)
This course is designed to introduce teachers to the teaching of specific concepts and procedures. It is an in-depth look at instructional strategies, practical applications of research and the use of technology for teaching in the classroom.

GRA 600 THEORY DEVELOPMENT (3)
This course examines 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 transforming theory into practice and the construction of theoretical relationships and the relationships between research, practice and theory. Social, ethical and professional responsibilities of the researcher are presented.

GRA 601 RESEARCH METHODOLOGY AND DESIGN (3)
This course examines the processes and strategies for teaching the research methodology and design. It includes an examination of the processes involved in the collection of data and to develop competency in the skills necessary for effective research. Prerequisites: GRA 600 and 600-level statistics.

GRA 602 STATISTICS SEMINAR (1)
This course is designed to provide students with an intermediate level understanding of descriptive and inferential statistics information needed to and in the field. It includes two hours of computer laboratory per week. Prerequisites: GRA 601 and graduate standing or permission of the instructor.

GRA 603 CURRICULUM DEVELOPMENT (3)
This course examines the design and preparation of current curriculum. Emphasis is placed on the role of technology in curriculum design, implementation and evaluation in education. Students are expected to complete an applied research project. Prerequisites: GPA 3.0, 600-level course in education.

GRA 604 FUNDING OF HEALTH CARE FACILITIES (1)
This course explores sources of funding for hospitals and health care facilities. Prerequisites: GRA 603.

GRA 607 TEACHING PRACTICUM (3)
This course explores the relationship between theory and practice. Its perspective is on the utilization of theory to frame research questions for applied research problems. The review and critical analysis of current trends in educational and social development. Prerequisites: GRA 607.

GRA 632 APPLIED RESEARCH METHODS III (3)
This course examines the methodology of current research in the profession. Prerequisites: GRA 601, GRA 602 and 603.

GRA 633 FINANCIAL MANAGEMENT OF HEALTH CARE SYSTEMS (1)
This course explores the financial management techniques for health care administration such as budgeting, auditing and financial analysis. Prerequisites: GRA 603. Offered in fall and spring semesters.

GRA 634 EFFECTIVE PLANNING IN HEALTH CARE SERVICES (3)
This course is designed to examine the planning process in health care settings in terms of the needs of the client, the environment and the resources available to meet these needs. Prerequisites: GRA 603.

GRA 635 MANAGING NURSE PRACTITIONER PROGRAMS (3)
This course is designed to discuss and analyze current and future trends in nurse practitioner programs. Prerequisites: MHA 605.

GRA 636 MANAGEMENT IN HEALTH CARE (3)
This course explores the management of health care facilities. Prerequisites: MHA 605.

GRA 637 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 638 NURSING HOME ADMINISTRATION (3)
This course explores the management of long-term care areas. Prerequisites: MHA 605.

GRA 639 APPLIED RESEARCH METHODS IV (3)
This course is designed to provide students with an intermediate level course in advanced statistical methods. Prerequisites: GRA 603.

GRA 640 ADVANCED STATISTICAL METHODS IN APPLIED RESEARCH (3)
This course is designed to provide students with an intermediate level understanding of the role of technology in applied research. Prerequisites: GRA 600.

GRA 641 RESEARCH METHODS IN APPLIED RESEARCH (3)
This course is designed to provide students with an intermediate level understanding of the role of technology in applied research. Prerequisites: GRA 600.

GRA 642 PERSUASIVE SPEAKING (3)
This course is designed to provide students with an intermediate level understanding of the role of technology in applied research. Prerequisites: GRA 600.

GRA 643 NURSING HOME ADMINISTRATION (3)
This course explores the management of long-term care areas. Prerequisites: MHA 605.

GRA 644 BUSINESS ETHICS (3)
This course explores the role of business ethics in current health care organizations. Prerequisites: MHA 605.

GRA 645 CULTURAL DIFFERENCES AND HEALTH CARE (3)
This course explores the management of long-term care areas. Prerequisites: MHA 605.

GRA 646 RESEARCH METHODS (3)
This course explores the management of long-term care areas. Prerequisites: MHA 605.

GRA 647 FINANCIAL ACCOUNTING FOR HEALTH CARE (3)
This course explores the management of long-term care areas. Prerequisites: MHA 605.

GRA 648 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 649 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 650 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 651 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 652 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 653 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 654 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 655 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 656 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 657 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 658 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 659 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 660 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.

GRA 661 MANAGING THE HEALTH CARE ORGANIZATION (3)
This course explores the management of health care organizations. Prerequisites: MHA 605.
knowledge in the areas of compensation and benefits. This course will assist certification for Human Resource Certification Institute certification exams by focusing on the skills and competencies specified for the Professional in Human Resources certification for Human Resource Management. Prerequisite: Admission to the major and MBA 604, MBA 617.

HRM 637 MULTINATIONAL HUMAN RESOURCES MANAGEMENT (3) This course will cover the 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, the difference in foreign deployment and subsequent repatriation, compensation, and other related problems in domestic and international business, and country-specific factors affecting foreign human resource management. Prerequisite: Admission to the major and HRM 625, 635.

HRM 638 SAFETY, HEALTH AND LABOR MANAGEMENT (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, Health, Workers Compensation, and Labor Relations. This course will assist in preparing for Human Resource Certification Institute certification exams by focusing on the skills and competencies specified for the Professional in Human Resources certification for Human Resource Management. Prerequisite: Admission to the major and MBA level courses.

HSA 601 SYSTEM APPROACH TO ORGANIZATIONAL PERFORMANCE IMPROVEMENT (3) This course is designed to provide students with the knowledge and skills necessary to understand and address complex organizational problems. It will focus on the impact of various organizational and environmental factors on organizational performance. The course will cover the principles of systems theory and four thematic improvement methodologies.

HSA 602 COMMUNICATION AND ORGANIZATIONAL PERFORMANCE IMPROVEMENT (3) This course is designed to provide students with the knowledge and skills necessary to understand and address complex organizational problems. It will focus on the impact of various organizational and environmental factors on organizational performance. The course will cover the principles of systems theory and four thematic improvement methodologies.

HSA 605 AGING IN SOCIETY (3) This 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 culture on health status, service utilization and cultural conflicts between health care providers and members of ethnic communities. Prerequisites: Graduate standing.

HSA 612 CULTURAL COMPETENCY AND HEALTH CARE (1) This interdisciplinary course is open to students from all graduate programs who are interested in the impact of culture on health and in development of culturally appropriate interventions for communities. It will build on epidemiological concepts and apply anthropological methodologies toward understanding culture on health status, service utilization and cultural conflicts between health care providers and members of ethnic communities. Prerequisites: Graduate standing.

HSA 615 HEALTH SYSTEMS ORGANIZATION AND MANAGEMENT (3) This course is designed for professionals with a wide range of backgrounds and experiences as consumers, providers, withstanding organizations and policy makers to critically examine the organization and management of health care systems that influence planning and decision making. The emphasis is on studying the various forces and factors that influence health care systems and management, including leadership, systems analysis, and institutional changes. Prerequisite: Graduate standing Offered in fall and spring semesters.

HSA 616 HUMAN RESOURCE MANAGEMENT IN HEALTH CARE ORGANIZATIONS (3) This course will cover the knowledge and skills necessary to understand and address complex organizational problems. It will focus on the impact of various organizational and environmental factors on organizational performance. 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 personal management relations. Prerequisites: HSA 615 and HSA 616. 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 related to financial planning, budgeting and controlling in health care organizations. Financial analysis and planning is on managerial as opposed to financial planning. Analysis of financial reports and statements is on the level of managerial as opposed to financial analysis. The emphasis is on how to assess the performance of health care systems today. The emphasis is on understanding the structure and processes and outcomes of health care delivery systems and what to assess. Students will learn how to design, implement and evaluate the performance of the organization and the effectiveness of processes and outcomes of health care delivery systems. Prerequisites: MBA 604, 617, 618, 619, 620.

HSA 649 FORENSIC INVESTIGATION (3) This course is designed to introduce the learner to a broad range of concepts related to financial planning, budgeting and controlling in health care organizations. Financial analysis and planning is on managerial as opposed to financial planning. Analysis of financial reports and statements is on the level of managerial as opposed to financial analysis. The emphasis is on how to assess the performance of health care systems today. The emphasis is on understanding the structure and processes and outcomes of health care delivery systems and what to assess. Students will learn how to design, implement and evaluate the performance of the organization and the effectiveness of processes and outcomes of health care delivery systems. Prerequisites: MBA 604, 617, 618, 619, 61...

HSA 657 ADVANCED DECISION ANALYSIS (3) This course is designed to provide a student with the knowledge and skills required as a nursing home administrator. This course will assist in applying the knowledge and skills acquired in earlier courses to the position of nursing home administrator. It covers organizational management and general management, resident care, personnel management, financial management, environmental management, regulatory and reimbursement, dietary management and aging. The course is intended for upper division credit. Prerequisites: Qualification 3 and Qualification 5 of the New York State Education Department for Alternative Providers, or HSA 648. Offered in fall semester.

HSA 658 IMPROVING PERFORMANCE IN HEALTH CARE ORGANIZATIONS (3) This course is designed for professionals in health care organizations who will be interested in learning how to improve performance in health care organizations. The course will cover the knowledge and skills necessary to understand and address complex organizational problems. It will focus on the impact of various organizational and environmental factors on organizational performance. The course will cover the principles of systems theory and four thematic improvement methodologies.
IB 604 INTERNATIONAL MARKETING AND RESEARCH (3)
This course is a study of the accounting aspects of international business. Topics include comparative international accounting systems, practices, reporting and taxation. This course also includes a discussion of the need for and uses of relevant accounting information by managers for planning, forecasting, budgeting and decision making in a global competitive business environment. Prerequisite: Admission to the major and IB 602 or permission of instructor.

IB 605 LEGAL ENVIRONMENT IN INTERNATIONAL BUSINESS (3)
This 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 trade preferences and trade agreements, and laws that provide economic relief to countries that significantly affect managing businesses, communicating and marketing products or services in the global economy through the study of major economic regions of the world. Emphasis is placed on the role of managers as leaders, negotiators and facilitators in the international business environment. Prerequisite: Admission to the major and graduate standing.

IB 505 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 strategies in different cultures, motivational theories, multinational human resource management, expatriate management, training, preparing expatriates for foreign deployment, compensation and related problems in international business, and country-specific factors affecting foreign placement of company personnel. Prerequisite: Admission to the major and graduate standing.

IB 602 MULTINATIONAL CORPORATE FINANCE (3)
This course studies the emphasis of the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions. Prerequisite: Admission to the major and IB 503 or permission of instructor.

IB 600 THEORETICAL CONCEPTS IN GLOBAL MANAGEMENT (3)
This course introduces the fundamental theoretical concepts in international economics, including international trade and investment, industrial and economic restructuring, and technological change and their implications for international economic geography, spatial economics and management. Concepts and tools will be useful for multinational firms. Prerequisite: Admission to the major and graduate standing.

IB 503 INTERNATIONAL ECONOMICS, FINANCE AND ACCOUNTING (3)
This course studies the economic principles in trade and investment among nations. More specifically, topics such as the international balance of payments, the scope and significance of international investment and capital movement, multinational financial accounting and reporting are explored. Prerequisite: Admission to the major and graduate standing.

IB 505 INTERNATIONAL NEGOTIATION AND COMMUNICATION (3)
This course provides an understanding of the aspects of cultural differences among people in different countries and the effects that differ among managers, communicating and marketing products or services in the global economy through the study of major economic regions of the world. Emphasis is placed on the role of managers as leaders, negotiators and facilitators in the international business environment. Prerequisite: Admission to the major and graduate standing.

IB 507 GLOBAL SUPPLY CHAIN AND LOGISTICS MANAGEMENT (3)
This course examines the escalating impact of international logistics and transportation in world commerce. It emphasizes the importance of increasingly complex global supply chain and production distribution management. Transportation and logistics issues such as export management and documentation, distribution and traffic management are also discussed. Prerequisite: Admission to the major, IB 503 and IB 603 or permission of instructor.

IB 620 INTERNATIONAL BUSINESS FIELDWORK (3)
This course allows students the opportunity to apply international business knowledge and skills in real-world settings. Assignments include positions in multinational corporations, government agencies and other institutions in the U.S. or abroad. Fieldwork assignments will be arranged on an individual basis. Prerequisite: Admission to the major, good academic standing, per academic regulations or permission of instructor.

IB 501 BUSINESS MATH AND STATISTICS (3)
This course will prepare the graduate student to apply and analyze the descriptive and inferential methods of statistics in organization. Modern computer models will enhance the underlying mathematical concepts normally expected to be synthesized. There will be a particular emphasis on research, including design, data collection, data analysis and the evaluation of that data through competent statistical compilation. Prerequisite: Admission to the major, at least three credits of college-level mathematics, and previous business statistics course.

IB 506 CURRENT ISSUES IN INTERNATIONAL BUSINESS
This course provides the learner with knowledge of current work issues, selected topics, specific problems and issues at the intersection of traditional areas of specialization in the field of international business and the international environment. Prerequisites: Admission to the major, IB 602, IB 604, IB 605, IB 607 or permission of instructor.

IB 603 MULTINATIONAL STRATEGIC MANAGEMENT
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 different functional areas. Prerequisite: Admission to the major and graduate standing.

IB 601 SPECIAL TOPICS IN INTERNATIONAL BUSINESS
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 606 CURRENT ISSUES IN BUSINESS
This course provides the learner with knowledge of current work issues, selected topics, specific problems and issues at the intersection of traditional areas of specialization in the field of international business and the international environment. Prerequisites: Admission to the major, IB 602, IB 604, IB 605, IB 607 or permission of instructor.

IB 611 ORGANIZATIONAL LEADERSHIP (3)
An effective manager needs to be able to lead a group of people toward the attainment of the organization’s objectives. A good leader will also be able to analyze the problem, to choose and apply the most appropriate methods of leadership to guide future decisions and actions. Prerequisite: Admission to the major and all foundation courses.

IB 612 LEGAL ENVIRONMENT IN BUSINESS
This course is an analysis and application of the U.S. corporate law and practice from the perspective of the organization. This legal analysis and application, (through case studies) includes corporation governance principles, contracts, and business torts. In addition, this course covers the U.S. sales law, evidence of indebtedness, investment contracts, and certificates of interest in profit sharing agreements. Prerequisite: Admission to the major and IB 602, IB 604.

IB 615 MARKETING MANAGEMENT (3)
This course presents the importance of marketing as a strategic management tool. Topics covered in this course include: market planning and strategy, customer focused decision making and supplier relations. Prerequisite: Admission to the major and IB 602.

IB 616 CORPORATE FINANCE (3)
This course will prepare the graduate student to apply and analyze sophisticated mathematical models and concepts useful in the design and analysis of financial markets 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 specific case. There will be particular emphasis on research, including design, data collection, data analysis and the evaluation of that data through competent statistical compilation. Prerequisite: Admission to the major, at least three credits of college-level mathematics, and previous business statistics course.

IB 617 ECONOMIC ANALYSIS
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 618 MULTINATIONAL ACCOUNTING (3)
The process of managerial accounting and its use by managers in an organization is presented. Major cost accounting systems and how they work in our modern technological world are examined. Emphasis is placed on the role of managers as leaders, negotiators and facilitators in the international business environment. Prerequisite: Admission to the major and graduate standing.

IB 619 SPECIAL TOPICS IN INTERNATIONAL BUSINESS
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 622 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 623 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 625 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 626 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 627 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 628 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 629 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 630 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 631 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 632 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 633 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 634 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 635 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.

IB 636 SPECIAL TOPICS IN MANAGEMENT
This course covers special topics in international business that are of interest to students and enhance students’ knowledge in specific areas. Prerequisites: Admission to the major.
MGMT 633 MARKETING RESEARCH & DEVELOPMENT (3)
The marketing concept suggests that the relationship of the customer should be focused in an integrated fashion towards: the satisfaction of the wants and needs of the customer as opposed to the needs and wants of the organization. As an organization adopts this orientation, marketing research is viewed as a means to better understand the customer and form a bond between the customer and the firm. This course focuses on the needs of the marketplace. It involves the specification, collection, analysis, and interpretation of marketing information which will assist managers to better understand the customers and business environment, identify problems and opportunities, and develop and evaluate strategies available to them. Prerequisite: Admission to the major and MGT 637.

PRACTICE NURSING - CONTINUOUS HEALTH RESTORATION PROMOTION AND MAINTENANCE (3)
In this course, consideration is given to continuous health promotion, maintenance and restoration of health, and the ability to apply strategic skills and knowledge which will assist managers in decision making. This course involves an analysis of forces of market tension between forces of market, global basis, 3. Analyze the constant interplay of producers, suppliers, and consumers. Apply tools and approaches to structure and analyze advanced business problems. Achieve an understanding of the role of the nurse in health promotion and research. Milbank faculty, which include nursing and other health care professionals, are employed to assist with the development and delivery of content. Prerequisites: Admission to the major and MGT 637 and 632.

NURSING CLINICAL VII (3)
This course focuses on developing knowledge and expertise in a specific area of nursing as selected by each student. Application of theory to practice, restore and maintain health for clients is emphasized. Students will develop skills in the various roles of advance practice nursing within the health care system and NUR 630 I. Prerequisite: NUR 630 L. This course is offered in the spring semester.

NURSING CLINICAL VII (3)
This course presents a critical analysis of the nursing profession in its broadest sense. The course focuses on examination of the effects on health care delivery, the role of the nurse and the role of the nurse practitioner in the community. Prerequisites: Admission to the major and MGT 637 and 632. Prerequisite: NUR 630 L. This course is offered in the spring semester.

ADVANCED HEALTH ASSESSMENT (3)
This course is designed for the graduate nursing student preparing for family nurse practitioner practice or the community health nursing advanced clinical track. Students learn how to competently perform and document a complete history and physical for people of all ages. Opportunities to practice their health assessment skills are provided in the clinical setting. Prerequisite: Successful completion of an RN license and NUR 630 I. Prerequisite: NUR 630 L. This course is offered in fall and spring semesters.

ADVANCED PHARMACOLOGY (3)
Described as the study of drug action, this course is designed for the graduate nursing student preparing for family nurse practitioner practice or the community health nursing advanced clinical track. This course provides advanced concepts of pharmacology. The course covers basic principles of pharmacology, absorption, distributions, and side effects of commonly prescribed drugs. Legislative and ethical issues of drug prescription writing are included. This course is offered in the spring semester. Prerequisite: NUR 450 (or NUR 460RN) and GRA 600 and GRA 601. Prerequisite: NUR 630 L. This course is offered in the fall semester.

ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY (3)
This course is designed for the graduate nursing student preparing for family nurse practitioner practice or the community health nursing advanced clinical track. This course provides advanced concepts of physiology. The course covers basic principles of physiology, absorption, distributions, and side effects of commonly prescribed drugs. Legislative and ethical issues of drug prescription writing are included. This course is offered in the spring semester. Prerequisite: Successful completion of an RN license and NUR 630 I. Prerequisite: NUR 630 L. This course is offered in the 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 and the childcare family. This course provides the theoretical knowledge necessary to make sound clinical decisions. Topics include primary healthcare to women and childcare families. Advanced level normal growth and development will be presented, along with common variations from health. Special populations and their unique health promotion of women and pregnant women within the family system will be stressed. Care of women and families from diverse ethnic backgrounds will be explored. Prerequisites: NUR 631, NUR 635. Conquisites: NUR 637. Offered in fall semester.

NUR 635 HEALTH PROMOTION AND PRIMARY CARE OF FAMILIES (3) This course was developed for the family nurse practitioner student preparing to work with women and the childbirth family. This course provides the theoretical knowledge necessary to make sound clinical decisions. Topics include primary healthcare to women and childbirth families. Advanced level normal growth and development will be presented, along with common variations from health. Special populations and their unique health promotion of women and pregnant women within the family system will be stressed. Care of women and families from diverse ethnic backgrounds will be explored. Prerequisites: NUR 631, NUR 635. Conquisites: NUR 637. Offered in fall semester.

NUR 637 HEALTH PROMOTION AND PRIMARY CARE OF ADULTS (3) This course was developed for the family nurse practitioner student preparing to work with adults. It provides the theoretical background necessary to make sound clinical decisions. The role of the nurse in health promotion and treatment of health problems will be stressed. Nursing care to children and adolescents from diverse ethnic backgrounds will be explored. The special needs of aging clients will also be stressed. Prerequisites: NUR 631, NUR 635. Conquisites: NUR 637 and NUR 639. Offered in spring semester.

NUR 638 FAMILY NP CLINICAL PRACTICE IN WOMEN'S HEALTH CARE (3) Students will complete 200 hours of guided clinical experiences with adult patients. Clients assessment and management skills will be stressed. Health promotion of underserved populations through patient education and education and collaboration with other health professionals will be developed. Prerequisites: NUR 631, NUR 635 and NUR 634. Offered in spring 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. An historical perspective of the OT profession’s development and the theoretical bases, its professional ethics and regulations, and the role of the occupational therapist in society will be covered. An introduction to the roles of occupational therapy personnel and how as professionals, the code of ethics and professional credentials relate to practice, is presented. Students will be introduced to the theory, philosophy, and research that guide practice. Current and potential environments for OT practice will be discussed. [2 hour lecture]. Prerequisite: OT major.

OT 504 INTERPERSONAL SKILLS (2) This course consists of a study of the skills necessary to communicate effectively with children and families. It includes analysis of occupation as a facilitator and marker of human development. In an in-depth exploration of the occupational therapy process, communication frameworks, models and principles are provided. This lab includes observation of developmental markers, and task analysis of daily appropriate occupations. [3 hour lecture, 2 hour lab]. Prerequisites: OT major.

OT 505 OT DELIVERY SYSTEMS (2) This course is an examination of delivery models of occupational therapy practice, including practice frameworks. The health care system will be included, as will the educational system, the research base and practice community. Prerequisites: OT major. Offered in spring semester. [2 hour lecture]. Prerequisite: OT major.

OT 517 GROUP PROCESS (2) This course is a study of selected group process theories and skills that are the foundation of effective group leadership. This course includes discussion, skill building, and role playing with OT major. Offered in spring semester. [2 hour lecture]. Prerequisite: OT major.

OT 519 FUNCTIONAL ANATOMY (5) This course includes a study of health promotion with emphasis on the musculoskeletal and nervous systems. It integrates human anatomy with an analysis of movement, including measurement of action, movement within a task and biomedical, biomechanical and robotic practice models will be included. The lab includes gross anatomy and dissection of the body and experimental kinesiology. [3 hour lecture, 4 hour lab]. Prerequisites: BIO 107 and 108. Offered in fall semester. [3 hour lecture, 2 hour lab]. Prerequisite: OT major.

OT 520 NEUROSCIENCE FOR REHABILITATION (5) This course is a study of selected medical and social conditions that affect that affect engagement in occupation across the life span. Topics include selected neurological, cardiospinal, medical, and psychosocial conditions and disabilities. End of life issues are addressed. Social conditions such as underscored populations through patient education and education and collaboration with other health professionals will be developed. Prerequisites: NUR 631, NUR 635 and NUR 639. Offered in spring semester.

OT 521 OCCUPATIONAL DEVELOPMENT II (4) This course is a continuation of OT 427 and offers an in-depth study of normal occupational, physical, cognitive, neurosensory, and neuromotor development from birth through adulthood to senescence. It emphasizes occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. The lab includes analysis of developmentally appropriate occupations, application of teaching learning principles and wellness promoting behaviors. [3 hour lecture, 2 hour lab]. Prerequisites: OT major.

OT 541 INTERPERSONAL COMMUNICATION SKILLS (2) This course will focus on interpersonal communication theories and strategies that are the foundation of effective professional practice. The course includes study of interpersonal communication theories and skills of use from adult to children and families. It includes discussion, skill building and role playing with OT major. [2 hour lecture, 1 hour lab]. Prerequisites: BS 627 and 699.

OT 601 RESEARCH METHODS IN OCCUPATIONAL THERAPY (3) This seminar will address the student in developing an understanding of the research process. Emphasis will be placed on the occupational therapist as a producer and consumer of research. Students will review research design and methods. [2 hour lecture, 1 hour seminar]. Prerequisite: OT major.

OT 602 FIELDWORK SEMINAR I (0) This seminar is designed to guide students in the analysis and preparation for professional practice, to introduce the students to the fieldwork process, and to prepare them for APPE placement. [3 hour lecture]. Prerequisite: OT major.

OT 604 RESEARCH METHODS IN OCCUPATIONAL THERAPY II (2) This seminar provides students with the skills necessary to complete the masters degree in OT. Students will learn how to search for and interpret literature pertinent to a therapy model that is suitable for OT research and evidence- based practice. Prerequisites or co-requisites: OT 501 and OT 525.

OT 629 OCCUPATIONAL THERAPY PROGRESSION OF TASK AND THEORETICAL FOUNDATIONS II (2) This course is an introduction to the the theories, philosophies and research that guide practice in OT. (Pediatric referring to both children and adolescents) Practice environments will be described and pediatric models will be studied. [2 hour seminar]. Prerequisites: OT 501 and OT 520.

OT 627 OT METHODS OF EVALUATION AND DOCUMENTATION I (2) This course is an introduction to the principles and techniques of OT evaluation and documentation. The course is designed to teach students to formulate assessment questions, interpret results, generate hypotheses, and practice in the implementation of evaluation techniques. The course includes both lecture and laboratory experiences. [1 hour lecture, 2 hour lab]. Prerequisites: NUR 631, NUR 632, NUR 633, and NUR 634. Offered in spring semester. [1 hour lecture, 2 hour lab]. Prerequisites: OT major.

OT 628 FIELDWORK SEMINAR II (0) This course is designed to guide students in the analysis and preparation for professional practice, to introduce the students to the fieldwork process, and to prepare them for APPE placement. [3 hour lecture]. Prerequisite: OT major.
OT 635 PROCESS AND THEORETICAL FOUNDATIONS III (2) This course covers critical current professional issues and the theoretical foundations of the therapies, philosophies, and research that guide occupational therapy practice. Students are introduced to a variety of systems and roles through case studies, research articles, and project models and practice will be studied. (2 hour seminar)

OT 640 CLINICAL FIELDWORK I (4) This course allows an indvidual to learn in a fieldwork experience that is integral to and consistent with the scope and content of the curriculum designed by Level I. Fieldwork can take place in a variety of traditional or emerging practice areas that are consistent with current curriculum and in which supervision will be provided by a currently licensed or certified OT, who may or may not be the Level I fieldwork course instructor. A full-time experience, but options can vary from one placement to four, and in some instances be part-time. Prerequisites: OT 635, OT 527, OT 529, OT 632, OT 528, and OT 525.

OT 641 CLINICAL FIELDWORK II (4) This course allows an indvidual to learn in a fieldwork experience that is integral to and consistent with the scope and content of the curriculum designed by Level II. Fieldwork can take place in a variety of traditional or emerging practice areas that are consistent with current curriculum. A full-time experience, but options can vary from one placement to four, and in some instances be part-time. Prerequisites: OT 635, OT 527, OT 529, OT 632, OT 528, and OT 525.

OT 643 MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES (3) This course is an advanced, in-depth analysis of the knowledge and practical skills necessary for the management of programs and systems within the various systems in which the provision of occupational therapy services to individuals and organizations takes place. Students will participate in interactive distance learning activities on the Internet and perform independent learning activities both at Level I and Level II fieldwork. Students will be in contact via electronic communication with faculty and fellow classmates and engage in group discussions and project activity related to their fieldwork site (3 hour Internet activities per week). Prerequisite or co-requisite: OT 641.

OT 689 PROFESSIONAL ISSUES (2) This course involves critical analysis of current professional issues and the professional values that guide occupational therapy practice. Students will be provided with a current reference to guide their learning and in which supervision will be provided by a currently licensed or certified OT, who may or may not be the Level I fieldwork course instructor. A full-time experience, but options can vary from one placement to four, and in some instances be part-time. Prerequisites: OT 635, OT 527, OT 529, OT 632, OT 528, and OT 525.

OT 690 COMMUNITY PRACTICE II (3) an advanced practicum in a community- or education-based setting, for the purpose of exploring new, non-traditional or specialty applications of occupational therapy knowledge and skills. Requirements are based on a contract negotiated between the student and the preceptor, and approved by the course coordinator. A full-time experience, but options can vary from one placement to four, and in some instances be part-time. Prerequisites: OT 635, OT 527, OT 529, OT 632, OT 528, and OT 525.

PHI 600 PHILosophICAL METHODS (3) This course examines the historical development of metaphysical and epistemological methods such as existentialism, phenomenology, and analytic philosophy. Prerequisite: Graduate standing or permission of instructor. Offered in Fall and Spring semesters.

PHI 609 ETHICS IN HEALTH CARE (3) This course addresses ethical issues frequently encountered by health care managers. Topics considered include bioethical theory, policy formation and decision making in the professional setting. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation, and choices regarding death. Prerequisite: Graduate standing. Offered in Spring semester.

PMO 601 BIOCHEMICAL PRINCIPLES (3) This is the second in a two-semester course. Students learn about the structure/function relationships among the components responsible for the biochemical functions of life. The second semester topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, enzymes, vitamin deficiencies, and tissue types. Prerequisite: Bachelor degree.

PMO 602 BIOCHEMICAL PRINCIPLES II (3) This is the second in a two-semester course in which students learn the structure/function relationships among the components responsible for the biochemical functions of life. The second semester topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, enzymes, vitamin deficiencies, and tissue types. Prerequisite: Bachelor degree.

PMO 608 PRINCIPLES OF DRUG ACTION I (4) Students learn about the foundational knowledge in pharmacology, medicinal chemistry, pharmaceutics, biopharmaceutics, and pharmacokinetics in this first of three courses. Students are introduced to drugs as molecules, the basic principles related to molecules, and the structure and function of the receptors and the drug action. Students also learn about the molecular mechanisms of drug action and the pharmacokinetic principles that impact drug action and the therapeutic effectiveness of drug regimens. Students then learn how to design effective drug treatment schedules.

PMO 609 PRINCIPLES OF DRUG ACTION II (5) In this second of the three-course sequence, students learn about the primary determinants of the distribution of drugs in the body (absorption, distribution, metabolism and excretion) and the factors that impact drug disposition. Students also learn how to individualize patient dosing regimens. Students then learn how dosage forms and routes of delivery affect the disposition of drugs.

PMO 607 PHARMACY AND HEALTH CARE SYSTEMS (2) This course introduces students to the evolving US health care system. Students learn about the social, economic, and political environments in which health care is delivered, and the impact of these factors on the practice of pharmacy. Students also learn about the regulatory systems that are unique to the practice of pharmacy. Students also learn how to utilize disciplined thinking to enhance their understanding of course material and translate explain variability. Students also learn how to utilize disciplined thinking to enhance their understanding of course material, and develop necessary skills through case discussion and other active learning methods.

PMO 610 PHARMACY AND HEALTH Care Systems II (2) This course introduces students to the evolving US health care system. Students learn about the social, economic, and political environments in which health care is delivered, and the impact of these factors on the practice of pharmacy. Students also learn how to utilize disciplined thinking to enhance their understanding of course material, and translate explain variability. Students also learn how to utilize disciplined thinking to enhance their understanding of course material, and develop necessary skills through case discussion and other active learning methods.

PMO 611 COLLABORATIVE LEARNING PRINCIPIC (1) (3) This course introduces students to the delivery of services. Students participate in team-based learning to foster a deeper understanding of cases, and develop necessary skills through case discussion and other active learning methods.

PMO 612 COLLABORATIVE LEARNING PRINCIPIIC (1) (3) This course introduces students to the delivery of services. Students participate in team-based learning to foster a deeper understanding of cases, and develop necessary skills through case discussion and other active learning methods.

PMO 613 LEARN ING PRACTICUM I (1) This is the first in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of cases, and develop necessary skills through case discussion and other active learning methods.

PMO 614 LEARN ING PRACTICUM II (1) This is the second in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of cases, and develop necessary skills through case discussion and other active learning methods.

PMO 615 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE I, A, B (2) This is the first of six introductory experiences. During each two-week experience, students work under the supervision of pharmacist preceptors in a community(A) or institutional(B) pharmacy setting. Students develop essential knowledge and skills, and work with patients, families, and physicians, to provide pharmacy services and medications designed to introduce them to important clinical, legal, and ethical issues. Students further develop lifelong learning skills.

PMO 616 PHARMACY PRACTICE EXPERIENCE I, A, B (2) (3) This is the first of six introductory experiences. During each two-week experience, students work under the supervision of pharmacist preceptors in a community(A) or institutional(B) pharmacy setting. Students participate in active “sophisticated shadowing” of preceptors or independent activities designed to introduce them to important clinical, legal, and ethical issues. Students further develop lifelong learning skills.

PMO 617 PHARMACY PRACTICE EXPERIENCE II, A, B (3) (3) This is the second of six introductory experiences. During each two-week experience, students work under the supervision of pharmacist preceptors in a community(A) or institutional(B) pharmacy setting. Students participate in active “sophisticated shadowing” of preceptors or independent activities designed to introduce them to important clinical, legal, and ethical issues. Students further develop lifelong learning skills.

PMO 618 PHARMACY PRACTICE EXPERIENCE III, A, B (3) (3) This is the third of six introductory experiences. During each two-week experience, students work under the supervision of pharmacist preceptors in a community(A) or institutional(B) pharmacy setting. Students participate in active “sophisticated shadowing” of preceptors or independent activities designed to introduce them to important clinical, legal, and ethical issues. Students further develop lifelong learning skills.
Students learn about the role of the pharmacist in the management of self-limiting illnesses and self-care. Students learn to apply concepts in relation to pharmacy practice in real-world settings, such as long-term care, nuclear pharmacy and in the community. Students also learn about various substances of abuse that alter mood, level of perception, or brain functioning. Students are able to describe procedures for the identification, referral, and treatment of addictions, and support mechanisms for individuals recovering from addictions. In the latter part of the course, students learn about the assessment and treatment of drug-related problems and addictive disorders.

PMD 508 PATIENT ASSESSMENT AND DIAGNOSTIC ASSESSMENT (2)
This course is designed to teach students the practical and diagnostic assessment skills that are essential to the practice of pharmacy. Students learn the elements of the history, physical examination, and the fundamentals of laboratory medicine, and the interpretation of clinical data required to make patient care decisions. Students are expected to apply what they have learned in practice laboratories and case study discussions.

PMD 810 POPULATION BASED HEALTH CARE (2)
Students learn about pharmacists’ role in the delivery of effective, quality health and disease prevention services. Students also learn about the practice of pharmacy in a range of settings, including acute care, primary care, and community pharmacy settings. Students learn about the role of the pharmacist in the management of chronic diseases, and the importance of patient education and self-management in the prevention and management of chronic conditions.

PMD 815 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE III A-D (2) (3)
This course is designed to provide students with hands-on experience in patient care in preparation for the Advanced Pharmacy Practice Experience of the second year. Students will complete their clinical rotations in a variety of settings, including acute care, primary care, and community pharmacy settings. Students will also develop necessary skills through case studies and other active learning methods.

PMD 816 ADVANCED PHARMACY PRACTICE EXPERIENCE I (3)
This course is designed to provide opportunities that require students to assume responsibility for the outcomes of drug therapy. Students develop mastery of concepts learned in class, critical thinking, professional judgment, and self-directed learning. Students also learn to utilize health information technology systems, and effective communication and organizational skills in a professional setting.

PSC 552 POLITICS AND ECONOMICS OF HEALTH CARE (3)
This course examines the relationships of government and economic forces to the health care system. It looks at the determinants of health care access, the economic resources of the health care system, and the role of policy in shaping decisions about health care. Students also learn about the role of economics in the health care system, including the role of health care financing, the role of insurance, and the role of government in shaping decisions about health care.

PT 500 BASIC SKILLS I (3)
This course provides students with hands-on experience in patient care in preparation for the Advanced Pharmacy Practice Experience of the first year. Students also learn about the role of the pharmacist in the management of chronic diseases, and the importance of patient education and self-management in the prevention and management of chronic conditions.

Students are required to complete the two one-week experiences that they did not complete in the fall of the second year. Required rotations include acute care, ambulatory care, advanced institutional pharmacy, and in the community. Students also complete a one-week rotating clerkship in the community. Required rotations include acute care, ambulatory care, advanced institutional pharmacy, and in the community. Students also complete a one-week rotating clerkship in the community.
PT 502 BIOMECHANICS AND FUNCTIONAL KINESIOLOGY FOR THE PHYSICAL THERAPIST (3)

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. This course is an introduction to the basic principles of human pathology with emphasis on disease processes and their pathophysiology, etiology, and signs and symptoms. This course will familiarize the student with how the systems of the body function and malfunction in disease with regard to biomechanics, kinesiology, and neurophysiology.

Prerequisites: graduate standing in the major.

PT 503 CLINICAL ORIENTATION SEMINAR I (0)

This administrative course consists of both lecture and seminar formats and is essential for the management of patients with emphasis on subacute level of care. Students will receive instruction in examination skills including patient assessment in the major and will be prepared to practice in a safe manner. Topics presented will include joint mobility, vital signs, observed ejection, transfer, gait assessment and training, and functional examination including upper and lower quadrant screening. Lab experience will include basic skill development in goniometric, manual muscle testing, balance, ejection, positioning, dressing, transfer and gait evaluation and their measurement evaluation. Possible fieldwork may be included. Prerequisites: graduate standing in the major, PT 506, PT 507, and PT 533.

PT 504 CLINICAL ORIENTATION SEMINAR II (0)

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 patient assessment in the major and will be prepared to practice in a safe manner. Topics presented will include joint mobility, vital signs, observed ejection, transfer, gait assessment and training, and functional examination including upper and lower quadrant screening. Lab experience will include basic skill development in goniometric, manual muscle testing, balance, ejection, positioning, dressing, transfer and gait evaluation and their measurement evaluation. Possible fieldwork may be included. Prerequisites: graduate standing in the major, PT 506, PT 508, and PT 533.

PT 505 INTRODUCTION TO PT AND HEALTH CARE SYSTEMS (2)

This course introduces the student to knowledge essential for practice entry. Discussion topics include health care systems (dominant and world models), definition of the health care professional in general, and specifically the P.T., including the scope of practice, the APTA, Standards of Practice, the Practice Guide, and Code of Ethics. Class discussions are an important part of this class. Prerequisite: graduate standing in the major.

PT 506 PHYSIOLOGY OF THERAPEUTIC EXERCISE (2)

This is the didactic portion of PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student is required to have a comprehensive understanding of the physiological basis for rational exercise prescription. 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 of the human movement system, functional anatomy of spinal structures and their related structures. Competencies to be acquired include the ability to effectively communicate the underlying rationale for the physical examination, evaluate impairment, determine the appropriateness of exercises, develop a functional and medical diagnosis when appropriate, and identify appropriate interventions necessary to address patient impairments, functional limitations, and disabilities. This course is designed for patients with dysfunction of the spine and its related structures. Prerequisites: BIO 639, PT 506, PT 508, and PT 533.

PT 507 LIFE SPAN DEVELOPMENTS I (2)

This course examines physical, cognitive, and social development of the human being from conception to aging. The course provides an understanding of the factors that influence physical growth and development during the life span. Areas of study include birth to school age, adolescence, young adult, middle age, and later adulthood. The course begins with a discussion of factors that influence growth and development during infancy and childhood. Later adulthood is discussed. This course is designed for the student who has completed the human development 1 course. Students will learn how to develop intervention strategies for patients with normal and abnormal development. This course is designed to provide an in-depth understanding of the principles and applications of normal and abnormal development throughout the life span. Prerequisites: graduate standing in the major.

PT 508 PHYSIOLOGY OF THERAPEUTIC EXERCISE LAB (1)

This laboratory is the practical application of the clinical skills presented in PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student is required to have a comprehensive understanding of the physiological basis for rational exercise prescription. 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 of the human movement system, functional anatomy of spinal structures and their related structures. Competencies to be acquired include the ability to effectively communicate the underlying rationale for the physical examination, evaluate impairment, determine the appropriateness of exercises, develop a functional and medical diagnosis when appropriate, and identify appropriate interventions necessary to address patient impairments, functional limitations, and disabilities.

Prerequisites: BIO 639, PT 506, PT 508, and PT 533.

PT 509 LIFE SPAN DEVELOPMENTS LAB (1)

This course covers the development of the spinal column from birth to old age. The course begins with a discussion of factors that influence growth and development during infancy and childhood. Later adulthood is discussed. This course is designed to provide an in-depth understanding of the principles and applications of normal and abnormal development throughout the life span. Prerequisites: graduate standing in the major.

PT 510 PHYSIOLOGY OF THERAPEUTIC EXERCISE LAB (1)

This is the laboratory portion of the didactic course 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 is required to have a comprehensive understanding of the physiological basis for rational exercise prescription. 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 of the human movement system, functional anatomy of spinal structures and their related structures. Competencies to be acquired include the ability to effectively communicate the underlying rationale for the physical examination, evaluate impairment, determine the appropriateness of exercises, develop a functional and medical diagnosis when appropriate, and identify appropriate interventions necessary to address patient impairments, functional limitations, and disabilities.
PT 562. NEURODEVELOPMENTAL PHYSICAL THERAPY IN PEDIATRICS (2)
This course provides the foundation for the physical therapy examination and treatment of children with special health care needs. Topics include: motor development, sensory processing, and the central nervous system. Prerequisite: PT 513.

PT 601. NEUROMUSCULAR ASSESSMENT AND INTERVENTION IN THE ADULT POPULATION (2)
This course is designed to develop student skills in the areas of clinical examination/evaluation and intervention for the comprehensive management of adults with neuromuscular and other chronic disabling conditions. The course explores the examination, evaluation, intervention and treatment strategies for the patient with movement dysfunction as a result of neuromuscular pathology. Prerequisites: PT 500, PT 509, PT 550 and PT 563.

PT 602. NEUROMUSCULAR ASSESSMENT AND INTERVENTION IN THE ADULT POPULATION (LAB) (1)
This laboratory section provides the foundation for 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 the areas of orthopedics, musculoskeletal, and central nervous system disorders. Prerequisites: PT 500, PT 509, PT 550 and PT 563.

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 aspects of anatomy and physiology and published research to make evidence-based practice decisions. Critical thinking activities include literature searches and systematic critical analysis of research studies. Students are also introduced to professional literature addressing evidence-based outcomes. Format: seminar and lab. Prerequisites: major GPA of 3.0 or equivalent.

PT 604. CLINICAL ORIENTATION SEMINAR I (5)
This seminar focuses on the administration of the clinical portion of the PT curriculum. The class will have the opportunity to ask questions and discuss the clinical experience and the Clinical Performance Evaluation (CPE). The CPE web-based tool that is used as the evaluation tool for their clinical instructors. The development and implementation of the CPE is introduced. Selection of the third clinical fieldwork placement for individuals with neuromuscular disorders. Clinical professional preparation for the fieldwork experiences (PT 674 and 675) will also be included in this administrative course. Prerequisites: PT 503, PT 504, eligible for PT 552.

PT 606. NEUROMUSCULAR ASSESSMENT AND INTERVENTION IN THE ADULT POPULATION (3)
This course focuses on the comprehensive management of adults with neuromuscular and other chronic disabling conditions. The course explores the examination, evaluation, intervention and treatment strategies for the patient with movement dysfunction as a result of neuromuscular pathology. Prerequisites: PT 500, PT 509, PT 550 and PT 563.

PT 611. PATIENT/Clients MANAGEMENT IN ORTHOPEDIC PHYSICAL THERAPY II LAB (2)
This laboratory section will include case management in the area of orthopedics, musculoskeletal, and central nervous system disorders. It focuses on the development of clinical, communication, and ethical decision-making skills. Students will practice the skills necessary to develop a successful plan of care for patients with musculoskeletal and orthopedic diagnoses, including pain syndromes, post-operative interventions, and advanced rehabilitation strategies. Prerequisites: PT 510, PT 603 and PT 606.

PT 613. PATIENT/Clients MANAGEMENT IN ORTHOPEDIC PHYSICAL THERAPY II (2)
This clinical seminar integrates theory with concurrent fieldwork experiences in settings including subacute/long-term care facilities, residential facilities, and community health settings. Prerequisites: PT 510, PT 603 and PT 606.

PT 615. PROFESSIONAL DEVELOPMENT II (1)
This course focuses on knowledge and development of effective clinical communication skills that were established in Professional Development I. This course is designed to develop student skills in the areas of musculoskeletal examination, evaluation and intervention for patients with musculoskeletal and orthopedic diagnoses, including pain syndromes, post-operative interventions, and advanced rehabilitation strategies. Prerequisites: PT 510, PT 603 and PT 606.

PT 618. PATIENT/Clients MANAGEMENT IN REHABILITATION PHYSICAL THERAPY (2)
This course focuses on the comprehensive management of adults with neuromuscular and other chronic disabling conditions. The course explores the examination, evaluation, intervention and treatment strategies for the patient with movement dysfunction as a result of neuromuscular pathology. Prerequisites: PT 500, PT 509, PT 550 and PT 563.

PT 619. HEALTH AND WELLNESS PROMOTION IN PHYSICAL THERAPY (3)
This course will cover concepts of prevention (health, wellness, health promotion, disease management); therapeutic planning and implementation; evaluation and outcomes analysis. Prerequisites: PT 510, PT 603 and PT 606.

PT 621. PHYSICAL THERAPY PROJECT SEMINAR (1)
This course provides the educational framework and support system needed for students to complete a proposal for a viable research study or an applied project of interest. Students work closely with the instructor and peers to develop a proposal for a research study or an applied project. The instructor serves as the research or project supervisor for students enrolled in a respective course section. Program required course. Prerequisites: Graduate year two status in DPT major, and permission of academic advisor.

PT 622. PHYSICAL THERAPY PROJECT I (ADVANCE) (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 for a viable research study or an applied project of equivalent scholarly rigor. Students develop and complete a viable research study or an applied project, and the research is disseminated through a research conference or a similar publication. Students enrolled in a specialized seminar may present their results to a research organization. Program required course. Prerequisites: Graduate year two status in DPT major, and permission of academic advisor.

PT 633. INTEGRATION SEMINAR I (1)
This is the first integration seminar course that is offered concurrent with clinical fieldwork. The seminar follows sequentially developing critical thinking and clinical reasoning skills as a result of the clinical and classroom experience. Prerequisites: PT 602, PT 606.

 PT 635. ADVANCED ORTHOPEDICS SPINE (1)
This clinical seminar integrates theory and clinical practice, and provides students with a comprehensive understanding of the spine. Format includes lecture, laboratory, and supervised clinical experiences. Prerequisites: PT 602, PT 606.

 PT 636. ADVANCED ORTHOPEDICS SPINE SEMINAR (1)
This seminar will present a thorough examination and treatment strategies for management of musculoskeletal disorders involving the spine. Format includes lecture, and supervised clinical experiences. Prerequisites: PT 602, PT 606.

 PT 631. ADVANCED ORTHOPEDICS SPINE (2)
This clinical seminar integrates theory and clinical practice, and provides students with a comprehensive understanding of the spine. Format includes lecture, laboratory, and supervised clinical experiences. Prerequisites: PT 602, PT 606.

 PT 632. ADVANCED ORTHOPEDICS SPINE SEMINAR (1)
This seminar will present a thorough examination and treatment strategies for management of musculoskeletal disorders involving the spine. Format includes lecture, laboratory, and supervised clinical experiences. Prerequisites: PT 602, PT 606.

 PT 631. ADVANCED ORTHOPEDICS SPINE (2)
This clinical seminar integrates theory and clinical practice, and provides students with a comprehensive understanding of the spine. Format includes lecture, laboratory, and supervised clinical experiences. Prerequisites: PT 602, PT 606.

 PT 632. ADVANCED ORTHOPEDICS SPINE SEMINAR (1)
This seminar will present a thorough examination and treatment strategies for management of musculoskeletal disorders involving the spine. Format includes lecture, laboratory, and supervised clinical experiences. Prerequisites: PT 602, PT 606.
This clinical seminar integrates the theory and practical applications of neuromuscular mobilizations. Format includes lecture, peer discussion, and problem-solving sessions, and evaluates and provides feedback of psychomotor skills related to extremity and spine. Course instructor and problem solving. 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 different settings. Pre-requisites: Successful completion of the first two years of the DPT curriculum.

**PT 670 CLINICAL RESIDENCY (3)**
This course is a clinical residency experience, which allows the student to practice the skills and knowledge acquired during their course of study in a supervisory environment. Emphasis is placed on the development of problem-solving skills and the ability to work as a member of a health care team.

**PT 671 PROFESSIONAL CLINICAL INSTRUCTION (3)**
This course provides students with an opportunity to apply the knowledge and skills acquired during their course of study in a supervised clinical setting. Emphasis is placed on the development of problem-solving skills and the ability to work as a member of a health care team.

**PT 672 PRACTICUM IN HUMAN PERFORMANCE (3)**
This course is a practicum experience that allows students to apply the knowledge and skills acquired during their course of study in a supervised clinical setting. Emphasis is placed on the development of problem-solving skills and the ability to work as a member of a health care team.

**PT 674 CLINICAL FIELDWORK II (4)**
This is the second full-time clinical fieldwork experience. Students are provided a supervised clinical experience in a clinical setting, where they are able to apply the knowledge and skills learned in the classroom and supervised lab practice.

**PT 710 INTEGRATION SEMINAR II (2)**
This is the second integration seminar for students in the DPT program. It provides an opportunity to discuss and problem-solve with fellow students in a collaborative environment. Students are provided with an opportunity to apply academic knowledge and clinical skills in a fellowship experience.

**PT 720 CLINICAL FIELDWORK IV (6)**
This is the fourth year of full-time fellowship experiences. The purpose is to provide students with the opportunity to integrate and apply academic knowledge and skills in a fellowship experience.

**PT 799 NATIONAL PHYSICAL THERAPY EXAM (NPTEx)**
This course provides an overview of the National Physical Therapy Exam (NPTE). The course is designed to prepare students for the NPTE by reviewing the content areas that are covered on the exam, including the processes and procedures of the exam.

**SED 642 DIAGNOSTIC AND PRESCRIPTIVE TEACHING OF INDIVIDUALS WITH MILD DISABILITIES (3)**
This course is designed to develop the ability to diagnose and problem solve in the context of the content of the program. Prerequisite: SED 639.

**SED 643 THEORETICAL PERSPECTIVES IN THE EDUCATION OF INDIVIDUALS WITH MILD DISABILITIES (3)**
This course is designed to develop the ability to diagnose and problem solve in the context of the content of the program. Prerequisite: SED 639.
through 12 settings. Attention is given to past and future trends in design and implementation, and to appropriate planning techniques for meeting the needs of a diverse population of students at differing levels of social, physical, management and academic ability. Curriculum planning is examined on the national, state, district, school, and classroom levels, along with the roles and responsibilities of administrators, teachers, and community members.

TSL 658 RESEARCH IN TESOL (3) This course is designed to provide students with a framework for critically analyzing research focused in an educational context. Students are expected to be able to read, understand and apply research related to their field of study, in particular and to the field of education in general. Unique contextual factors and populations in both general and special education are discussed in terms of their implications for research conceptualization, design, implementation, interpretation and reporting. Students complete a research proposal in an 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 sociological concerns in varying degrees. The effect of language and dialect differences on sociologies 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 contact are also discussed in this course, including linguistic pragmatics and linguistic variation. 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/co-requisite: GRA 600 Theory Development.

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. Prerequisites: 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. Prerequisite: 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 and to explore the problems, issues and concerns related to student teaching. The seminar class meets four times during the student teaching placement.

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 649 CURRICULUM PLANNING IN 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 64F.

SED 661/671 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.

SOC 600 EPIDEMIOLOGY (3) This course introduces students to the basic principles of epidemiology, the factors determining the occurrence and distribution of disease, health deficits, disability and death among social groups. The interdisciplinary nature of epidemiological theory, statistical methods and 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 often used in the ESL/FL classroom.

TSL 652 CURRICULUM PLANNING IN TESOL (3) This course aims to cover the entire process of curriculum development from needs analysis to course evaluation, as well as the selection, adaptation, and use of materials for various instructional purposes in the ESL/FL classroom. Emphasis in this course is on ESL curricular design and instructional planning to address the special development and educational needs of students in Pre-K through 12 settings. Attention is given to past and future trends in design and implementation, and to appropriate planning techniques for meeting the needs of a diverse population of students at differing levels of social, physical, management and academic ability. Curriculum planning is examined on the national, state, district, school, and classroom levels, along with the roles and responsibilities of administrators, teachers, and community members.

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ADJUNCT FACULTY

DOCTOR OF CHIROPRACTIC PROGRAM

MICHAEL ANZALONE, D.C.
STEPHEN CAPROW, BA, D.C.
CHARLES COYLE, D.C.
LISA DEMARCO, D.C.
THOMAS D. DENECKE, D.C.
MARK OUX, D.C.
GREGORY FELD, MD
KRISTEN FLEMMING, AAS, B.S, ED, RT
ALI JAFARI, D.C., FACC
SHERRI LASHERME, D.C., CCSP
DIARRYL LINDELL, D.C.
THOMAS LOUPS, D.C.
ELIZABETH MARABELLA PECK, O.P.T.
DAVID RIBAKOVE, BA, D.C.
JOSEPH SERGHANY, MD
THERESA YASSES, D.C.

FAMILY NURSE PRACTITIONER ASSISTANT PROFESSORS:

ELAINE PANZICA, RN, MSN, FNP
PAUL VIOLANTI, RN, MSN, FNP, PNP
CHRISTINE VERNI, RN, MS, FNP-C

INSTRUCTOR:

MICHELLE SABA, RN, MS, FNP-C

SCHOOL OF PHARMACY

(For a complete listing of School of Pharmacy clinical affiliations, please contact John Koford, director of experiential education at 716.829.8480.)

CLINICAL SITES

NURSING

BATAVIA PEDIATRICS
Batavia, New York
BROOKS MEMORIAL HOSPITAL
Dunkirk, New York
BUFFALO HEART GROUP
Cheektowaga, New York
CAMBRIDGE URGENT CARE CENTRE
Cambridge, Ontario, Canada
CANCER CARE ONTARIO
Toronto, Ontario, Canada
CENTRE FOR ADDICTIONS AND MENTAL HEALTH
Toronto, Ontario, Canada
CREDIT VALLEY HOSPITAL
Mississauga, Ontario, Canada
GOWANDA MEDICAL
 Gowanda, New York
GRAND RIVER HOSPITAL
Kitchener, Ontario, Canada
HAMILTON HEALTH SCIENCES
Hamilton, Ontario, Canada
JERICHO ROAD FAMILY MEDICINE
Buffalo, New York
KITCHENER DOWNTOWN COMMUNITY HEALTH CENTRE
Kitchener, Ontario, Canada
MIDWIFERY SERVICES
Buffalo, New York
NIAGARA RENAL
Niagara Falls, New York
PEDIATRIC CARDIOLOGY ASSOCIATES OF WNY
Buffalo, New York
SICK KIDS
Toronto, Ontario, Canada
ST. MICHAEL’S HOSPITAL
Toronto, Ontario, Canada
SURGICAL ASSOCIATES OF WNY
West Seneca, New York
TRILLIUM HEALTH CENTER
Mississauga, Ontario, Canada
UNIVERSITY OF BUFFALO PEDIATRIC ASSOCIATES
Buffalo, New York
VA MEDICAL CENTER
Buffalo, New York
YORK CENTRAL HOSPITAL
Richmond Hill, Ontario, Canada
PLACEMENT & RETENTION

TITLE IX STATEMENT
Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. $ 1681 et seq., is a federal civil right law that prohibits discrimination on the basis of sex in education program and activities. All public and private elementary and secondary schools, colleges, and universities (hereafter “schools”) receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery and sexual coercion. Inquiries concerning the application of Title IX may be referred to the college’s Title IX coordinator, located in the College Center, Room 111, or by calling 716.829.7625.

PLACEMENT
The following are the overall career progress results from the graduating class of 2009, based upon the annual survey:

- Total graduates: 860
- Total responses to the annual survey: 39%
- Based upon the responses, the following were tabulated:
  - Graduates in full-time or part-time graduate school: 14%
  - Graduates planning to attend graduate school: 5%
- Note: Graduate school rates are affected by the fact that many D’Youville graduates obtain their master’s degree from the college’s combined programs.
- Successful Placement for 2008: 90% (includes direct career employment, graduate school and other employment).

RETENTION
To comply with the Student Right-to-Know and Campus Security Act, the college must report its completion or graduation rate of full-time degree-seeking undergraduate students. For those students who entered D’Youville College in the fall of 2004, the percentages of those completing their degree program by August 2010 are the following:

- Full-time, first-time college students: 40%
- Transfer students: 68%
- Research conducted across the nation on completion rates of full-time students entering as freshmen are between 40 and 49 percent depending on the research study. Please note these statistics reflect both four year programs and five year dual-degree programs combined.

If you desire more information, please contact the director of retention services at 716.829.7625.

D’Youville College is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, Telephone 215.662.5606, Fax 215.662.5501.

The baccalaureate and master’s degree programs in nursing are accredited by the Commission on Collegiate Nursing Education. Courses of instruction are registered with the Office of Higher Education of the New York State Education Department.

ACCREDITATION AND MEMBERSHIPS
- Accreditation Council for Educational Planning
- Accreditation Council for Pharmacy Education
- Accreditation Review Commission on Education for the Physician Assistant, Inc.
- American Association of Colleges of Nursing
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Professors
- American College Health Association
- American Council on Education
- American Library Association
- American Management Association
- American Society for Training and Development
- Association for Gerontology in Higher Education
- Association of American Colleges
- Association of Colleges Unions International
- Association of Colleges and Universities of the State of New York
- Association of Governing Boards
- College Entrance Examination Board
- College Students Association of New York State
- College Student Personnel Association
- Commission on Accreditation for Dietetics Education
- Commission on Accreditation for Physical Therapy Education
- Commission on Collegiate Nursing Education
- Commission of Independent Colleges and Universities of the State of New York
- Continuing Education Association of New York
- Council for Advancement and Support of Education
- Independent College Fund of New York
- IACBE: International Association of College Business Education
- Kappa Gamma Pi
- Lambda Sigma Society
- Medical Library Association
- Middle States Association of Colleges and Schools
- Middle States Association of Collegiate Registrars and Admissions Officers
- National Association of College Admissions Counselors
- National Association of College Attorneys
- National Association of College Admissions Counselors
- National Association of College Business Officers
- National Association of Student Personal Administrators
- National Student Financial Aid Association
- New York State Library Association
- New York State Personnel Guidance Association
- NYS RATE: New York State Regents Accreditation of Teachers Education
- Niagara Frontier Industry-Education Council, Inc.
- Northeast Association of Pre-Law Advisers
- Sigma Theta Tau
- Society for College and University Planning
- Western New York Campus Exchange
- Western New York Consortium of Higher Education
- Western New York Library Resources Council