

D'Youville

COLLEGE

ACADEMIC GRADUATE CATALOG 2001-2002

D'YOUVILLE COLLEGE

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Although 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 graduation requirements, is subject to change without notice or obligation. D'Youville College is an equal opportunity employer. Further, it admits students of any race, color, national and ethnic origin, and age to all rights, privileges, programs, and activities generally accorded its students. In conformance with Title IX, 1972 Education Amendments, it does not discriminate on the basis of gender, race, color, handicap, national ethnic origin, age, religion or creed in the administration of its educational policies, scholarship and local programs, and athletic and other institutionally administered programs.

2001-2002 CALENDAR

FIRST SEMESTER, FALL 2001

August 27	Classes Begin
September 3	Labor Day College Closed
September 28-29	Alumni Homecoming Weekend
October 8	Columbus Day Observed -- College Closed
November 2-4	Family and Friends Weekend
November 21-25	Thanksgiving Holidays -- College Closed
November 26	Classes Resume
December 8	Last Day of Classes
December 10-15	Final Examinations
December 15	Final Day of Semester

SECOND SEMESTER, SPRING 2002

January 21	Martin Luther King Day Observed -- College Closed
January 14	First Day of Classes
February 18	Presidents' Day Observed -- College Closed
February 19	Midwinter Break -- No Classes
March 6	Honors Convocation
March 29	Good Friday - College Closed
	Spring Break Begins
April 8	Classes Resume
April 21-27	Moving Up Week
May 4	Last Day of Classes
May 6-11	Final Examinations
May 17	Baccalaureate Service
May 18	Commencement

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PRESIDENT'S MESSAGE

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

D'Youville College has recognized this need and established a select number of graduate programs leading to a Master of Science degree. Programs include: nursing with a choice of clinical focus, community health nursing, health services administration, international business, family nurse practitioner, elementary, secondary, and special education, occupational therapy, physical therapy, and dietetics.

D'Youville's graduate programs encourage excellence and scholarship; they provide time for research and enthusiasm for continued advancement, both personally and professionally. Education is promoted by curricula which focus on such themes as ethical considerations, practical experience, professional skills, and research.

D'Youville College has established a proud reputation over nine decades for excellence in teaching. In both graduate and baccalaureate programs, the college endeavors to graduate individuals who are competent professionals, sensitive to the needs of others, and prepared to assume leadership in their chosen professions.

We are honored by your interest in graduate education at D'Youville College.

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

D'YOUVILLE TODAY

D'YOUVILLE COLLEGE is an independent, urban, coeducational college. It provides liberal arts and professional programs for more than 2,400 graduate and undergraduate students through day, evening, weekend and summer sessions. D'Youville was founded by the Grey Nuns as the first college for women in Western New York. It became coeducational in 1971.

Under its 1908 charter of incorporation, D'Youville College is legally authorized to conduct an institution of higher learning and to grant recognized degrees. A self-perpetuating board of trustees has governed the college since a charter amendment in 1970.

A graduate program in community health nursing was introduced in 1983. Since then, other graduate programs have been developed in elementary education, secondary education, special education, health services administration, international business, family nurse practitioner, and nursing with a choice of clinical focus. Five-year programs leading to B.S./M.S. degrees have been established in dietetics, international business, occupational therapy, and physical therapy. An R.N.-B.S./M.S. degree is also offered in nursing. Additionally, advanced certificate programs are offered in addictions in the community, advanced orthopaedic physical therapy, clinical research associate, family nurse practitioner, health services administration, long-term care administration and manual physical therapy. Post-baccalaureate teacher certification programs are also available in elementary, secondary and special education.

The Middle States Association of Colleges and Schools accredits D'Youville. The undergraduate and graduate programs in nursing are accredited by the National League for Nursing. The combined B.S./M.S. program in occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. The B.S./M.S. program and M.P.T. program in physical therapy are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE/APTA). The dietetics program is accredited by the American Dietetic Association Council on Education. Programs of study are registered with the Office of Higher Education of the New York State Education Department.

D'Youville has a sound reputation for educating professionals for community service. The college introduced majors in sociology and business during the 1930s and established Western New York's first baccalaureate nursing program in 1942. Traditionally a leader in education, D'Youville has received state approval for teacher education programs for special, elementary and secondary education.

Today, the tradition of excellence is maintained as D'Youville continues to offer and promote academic leadership and to respond to community needs. D'Youville College remains firmly committed to the personal growth and well-being of all those within its sphere of influence.

HERITAGE

D'Youville College is named for Marguerite d'Youville, an 18th-century Canadian woman whose love of God inspired her to spend her life responding to societal needs and finding creative ways of serving the poor. She was born near Montreal in 1701.

As a widow with young children, Marguerite never neglected the poor. She was an astute and resourceful businesswoman, a compassionate friend and a person whose life was deeply rooted in her trust in God.

Other women joined in her efforts to offer asylum for the elderly, blind, orphaned and abandoned. Eventually they became one of the first congregations of religious women to be founded in Canada; they were known as the Grey Nuns, Sisters of Charity. During her life, Marguerite assumed the responsibility for administering the General Hospital of Montreal, founded homes for the poor and aged and cared for unwed mothers, orphans and sick and wounded military men, regardless of their allegiance. She earned the title of "Mother of Universal Charity," insisting that, "The poor must know that we never refuse to serve." On Dec. 9, 1990, she was declared St. Marguerite d'Youville in St. Peter's Basilica, Rome.

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

VISION AND PURPOSE

Individuals must be prepared through education, not only to meet the challenges of today, but also to address the challenges of the future.

Excellent education is a contribution to the betterment of society. It offers students an academic experience, which helps them develop their potential and emerge as enriched human beings with a love of learning and a sense of responsibility for themselves and others.

Through lifelong learning, educated people continue to search for truth, are committed to use their talents to contribute to the betterment of the local and world communities and seek excellence in their personal and professional endeavors.

MISSION STATEMENT

D'Youville College, founded in the spirit of St. Marguerite d'Youville, honors its rich heritage by embracing academic excellence and Judeo-Christian values that encourage service to others. D'Youville instills in students with diverse backgrounds and talents a commitment to lifelong, active learning. Weaving together teaching and example, D'Youville guides students toward compassionate, productive and meaningful lives.

As an independent, co-educational institution of higher learning, D'Youville College offers both undergraduate and graduate programs that prepare students for leadership in their fields. Undergraduate programs are based on skills, competency and a liberal arts and science-based core and an excellent experience in the academic discipline. Graduate programs prepare professionals who are knowledgeable and proficient in their academic disciplines, research skills and the development and understanding of theory. A D'Youville education provides the foundation for academic, spiritual, social, ethical and professional development, and enhances the ability of students to contribute to the global community.

VALUES AND PHILOSOPHY

Service to Students: The education of students is the primary reason for D'Youville College's existence. All else is measured against its ability to attain excellence in the educational process.

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

Academic Freedom: As a community of scholars, D'Youville values the free exchange of ideas; it encourages diverse points of view and the rigorous examination of assumptions.

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

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

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

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

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

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

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

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

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

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

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

LOCATION

D'Youville's campus is less than a mile from the heart of downtown Buffalo and within walking distance of the Peace Bridge to Canada.

It overlooks two parks and is near the city's greatest cultural centers including the Albright-Knox Art Gallery, Studio Arena Theatre, and Kleinmans Music Hall, home of the Buffalo Philharmonic Orchestra. The Kavinoky Theatre, known for its professional productions, is part of the D'Youville campus.

Close to two exits of the New York State Thruway, D'Youville is only minutes away from beaches, ski resorts and the stadiums where the Buffalo Bills, Sabres, and Bisons play their home games.

THE CAMPUS

Koessler Administration Building (1874)

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

Library (1999)

The college opened a new state-of-the-art library in fall of 1999 to meet the increasing needs of students, faculty, new academic disciplines and to enhance all library services through the use of today's technology.

The new D'Youville library is located in the former Holy Angels Elementary School. The completely renovated and historical building, constructed in 1905, is now part of the D'Youville Campus.

While preserving and renovating the striking original exterior of this venerable building, the college incorporated modern interior design, new data computer networks, air conditioning and special lighting into the new library. Other features include study rooms, conference and instructional rooms, display areas and flexible space to meet future demands.

The four-story structure easily accommodates the library's approximately 100,000 volumes, 77,000 bibliographic records, journals, and all materials needed for students and faculty use.

It will serve the needs of D'Youville well into the 21st century.

Madonna Hall (1959)

This five-story building houses a dietetics lab/kitchen, archives, classrooms, the DaVinci High School, and a centralized security station. A large lounge for meetings and social events is available.

Health Science Building (1967)

Classrooms, laboratories, lecture halls, computer labs and faculty offices are located in this seven-story, air-conditioned 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, fitness center, dining rooms and meeting rooms also make it a popular site for community activities. Student organizations and publications have their offices here. Main dining facilities, a spacious lounge, some administrative offices and the college store are also in the center.

Marguerite Hall (1969)

The tallest building in the immediate area, this 12-story residence 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 graduate students, adult students and seniors. The residential life office, college infirmary and health center are located on the first floor.

Niagara Annex - 631 Niagara St. (1991)

This building houses vital administrative support offices including offices for alumni, institutional advancement, personnel, personal counseling, communications, and public relations. The facility is within easy walking distance of the Porter Avenue campus and helps integrate the college into the surrounding neighborhood.

THE COLLEGE COMMUNITY

D'Youville is a small, friendly college and plans to stay that way. It is small enough for people to know each other by name, but large enough to offer course choices and activities. The student-faculty ratio of 14 to 1 means small classes and personal attention in and out of class.

FACULTY

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

STUDENTS

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

ALUMNI

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

CAMPUS SECURITY

D'Youville College annually supplies a security report containing statistics, policies and a description of programs that promote campus safety. A copy of this report is available to all prospective students and employees and may be requested by contacting the student affairs office at (716)881-7685.

EXPENSES AND FINANCIAL AID

TUITION AND FEES

Tuition, per credit hour	\$430
Audit per credit hour	325
General college fee	
Full time	60
Part time	30
Student Association fee	
Full time	40
Part time (per credit hour)	2

OTHER FEES AND CHARGES

Application fee (payable with application, non-refundable)	25
New Student Orientation fee	25
Late registration fee	30
Late payment charge	50
Challenge examinations,	
written exam, per credit hour	15
clinical exam, per credit hour	50
record fee, per credit hour	15
ID replacement fee	10
Returned check charge	10
Student Professional Liability Insurance	20
International Health Insurance (estimated)	
August 20, 2001 - August 20, 2002 coverage	484
January 20, 2002 - August 20, 2002 coverage	298
Graduation fee or degree in absentia	60
Academic gown, outfitters' price, approx.	40
Placement credentials folders, students entitled	
to one folder gratis, each additional folder	5
Transcript fee	5
Alumni audit fee per course	35
Laboratory fees per course	
Dietetics Labs	25
OT/PT Labs	40
Nursing Clinical Lab	60
Other Labs	35
Thesis microfilming and publishing	129

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

Sickness and hospitalization insurance is available through the college for approximately \$342 for each 12-month period. Family coverage is available at an additional cost.

A student who is formally admitted into a graduate program is considered a full-time student, for financial aid purposes, if registered for 12 or more credit hours in any semester.

Students in nursing, occupational therapy, physical therapy and dietetics are required to have liability insurance coverage through the college for each clinical course. This includes registered nurses in the R.N./B.S.N. or R.N./M.S.N. programs, transfer students and students in advanced certificate programs. A policy providing liability coverage up to \$1 million is provided through the college and billed at the time of registration.

FINANCIAL ARRANGEMENTS

The student must arrange payment of tuition and fees for college expenses with the student accounts office each semester by a date specified at the time of billing. Students who fail to meet this deadline are assessed the late payment charge. Students who have not completed financial arrangements with the student finances office are subject to cancellation of registration at the option of the college. Interest is charged at the rate of one percent per month on unpaid balances.

Students are not permitted to register for a new semester or reside in campus housing if amounts are owed from a previous semester. Transcripts, diplomas and certificates for professional examinations or licensures are withheld.

OTHER EXPENSES

Students must purchase textbooks, books, manuals, consumable supplies and equipment, which are a necessary corollary to the program in which students are registered.

FINANCIAL AGREEMENTS

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

If an unpaid account is referred to a collection agency, the agency's costs and/or attorney fees may be added to the amount owed. The college reserves the right to change established tuition, fees and services and to determine the effective date of such changes without prior notice. Scholarship students, whatever the amount of their award, are required to pay the application fee, acceptance fee, room deposit and any related fees. Cost of transportation to clinical, practice or observation areas is the responsibility of the student. Damage to college property is charged to the student(s) responsible.

DEFERRED PAYMENT OPTIONS

D'Youville offers all students the deferred payment option of spreading a semester's tuition and fees over four equal monthly payments. Twenty-five percent of the outstanding balance is due at the beginning of the semester, with the balance to be paid in three equal monthly installments by the end of the semester. The fee for this option is \$25, which shall be added to the first payment.

The college also participates in the following plans:

AMS—A 10-month installment plan. Payments begin in June and the budget is based on the full year's expenses. A \$50 fee includes life insurance.

Tuition Management Systems - This company provides information about private educational loans, lines of credit, and monthly billing options. Their 10-month installment plan costs \$45.

COLLEGE POLICY FOR EMPLOYER TUITION ASSISTANCE

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

1. The student must make a \$25 deposit toward the bill each semester.
2. The student must bring in a letter from the employer stating the percentage to be paid by the company and the date of expected payment.
3. The student must sign a promissory note for the amount due and remit our schedule payment on any balance not paid by the company policy (e.g., student fees).

PAYMENT AND REFUND

Expenses are payable each semester in U.S. dollars before the established deadline for each semester. Payments are accepted in the form of cash, checks, Master Card or VISA. Checks should be made payable to D'Youville College and mailed to the business office. Tuition and room and board are not refunded in case of unauthorized or unrecorded withdrawal. (See the academic section of this catalog for withdrawal and registration cancellation policy.) In case of authorized absence or withdrawal from the college, tuition and board adjustments are made from the date on which withdrawal is processed through the registrar's office. Students are required to present an approved withdrawal form to the registrar's office. Students are responsible for tuition and fees associated with their course registration unless they officially withdraw. Non-attendance does not constitute withdrawal. Withdrawals must be processed through the registrar's office.

TUITION REFUNDS

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

TUITION REFUND

Through the end of the drop/add period	100%
Through the third week	80%
Through the fourth week	60%
Through the fifth week	40%
Through the sixth week	20%
After the sixth week	0%

The first day of classes constitutes the beginning of the first week. Fall, spring, and summer schedules should be consulted for exact dates of each semester or session. Tuition refunds are based on the date of withdrawal through the registrar's office.

FEDERAL STAFFORD LOAN REFUNDS

The student accounts office notifies the student when a Stafford Loan is received electronically. If that loan creates an overpayment of tuition and fees, a refund check will automatically be mailed to the student. If the student's bank still processes paper checks, the business office will notify the student that the school has received the check. Eligibility for a refund is determined at the time the student signs the check in the student accounts office.

FINANCIAL AID OFFICE

The financial aid office is located on the second floor of the Koessler Administration Building and is open during normal office hours, Monday through Friday, from 8:30 a.m. to 4:30 p.m. If you are unable to meet with a financial aid counselor during normal office hours, please call (716)881-7691 to schedule an appointment in the early evening.

The financial aid office offers workshops to complete the Free Application for Federal Student Aid (FAFSA) and TAP application 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. Call the financial aid office at (716) 881-7691 for the exact time and location of workshops.

TYPES OF FINANCIAL ASSISTANCE**D'YOUVILLE COLLEGE AID**

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

PROGRAM MERIT SCHOLARSHIPS

This non-renewable scholarship is awarded to students with strong undergraduate academic records for the first year of graduate study. Students applying must complete a FAFSA form, available in the financial aid office.

DISADVANTAGED STUDENT SCHOLARSHIPS

This non-renewable scholarship is awarded to students who are financially disadvantaged and have undergraduate records signifying strong potential during their first year of graduate study. Students applying must complete a FAFSA available in the financial aid office.

RETENTION SCHOLARSHIPS

Awarded on the basis of significant financial need, retention scholarships are renewable awards designed to aid enrolled students continuing their graduate studies. Students applying must complete a FAFSA form.

NURSE TRAINEESHIP GRANTS

Nurse Traineeship Grants are funded by the U.S. Department of Health and Human Services. The awards are made to graduate nursing students by the graduate nursing department chairperson. All nurse traineeship recipients must file a FAFSA form.

McTAGGART/McCONVILLE LOANS

These loans are made to students of high academic achievement and potential in the fields of health and human services and are designed to assist the older, married or single student. Students applying must complete a FAFSA form and have no other aid options available to them.

FEDERAL AID

In order to apply for federal aid the student must be a U.S. citizen or eligible non-citizen and complete the FAFSA. This form is available from the financial aid office and 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 \$1,500.

FEDERAL PERKINS LOANS

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

VETERANS' BENEFITS

D'Youville College is approved by the New York State Division of Veterans Affairs for the training of veterans and other eligible persons. Veterans or dependents of disabled or deceased veterans may contact the assistant registrar, Koessler Administration Building room 111, for an application and further information.

FEDERAL STAFFORD LOANS

Full-and half-time graduate students are eligible to borrow up to \$8,500 in subsidized, and \$10,000 in unsubsidized loans per academic year. To apply for the Federal Stafford Loan, first complete the FAFSA form. A pre-printed Stafford Loan application will be mailed to all eligible students. Complete the reference section, sign, date and return to the processor within one week. The current interest rate is 7.59%.

STATE AID**TUITION ASSISTANCE PROGRAM (TAP)**

Full-time (12 or more credits each semester) matriculated students who are New York State residents may be eligible for grants ranging up to \$550 per year. To apply, first complete a FAFSA form. Pre-printed TAP applications will be mailed to all NYS residents who list at least one NYS college on the FAFSA. Review the information carefully, make any corrections necessary, sign, date and return to the processor within one week of receipt.

OUTSIDE SOURCES OF AID

There are many sources of financial assistance not offered by the college, the principal federal student aid programs or the departments of education and health and human service. Many service organizations and private corporations or foundations offer scholarships or low-interest loans to their employees to aid in career advancement. The financial aid office has a limited listing of some of these resources. The library reference department may be of assistance in locating additional information on such externally funded programs. Individuals may also reference Peterson's Guide to Graduate Financial Aid. Also consult with graduate program directors. Web sites for scholarship searches include:

www.fastweb.com or www.fastweb.com/canada/scholarships.salliemae.com or www.cashe.com
www.collegeboard.org/toe/html/toefinancialaid000.html
www.gripvision.com/money.htm
www.freschinfo.com
member.aol.com/shawnyl/farc.html
member.aol.com/shawnyl/search.html

There are several government agencies that sponsor student assistance programs for special "publics." These include:

New York State Native American Education Unit:

New York State Aid to Native Americans

Department of the Interior:

U.S. Bureau of Indian Affairs,

U.S. Aid to Native Americans

U.S. Veterans Administration: Veterans Affairs Educational Benefits

New York State Office of Vocational and

Educational Services for Individuals with Disabilities (VESID)

The financial aid office can provide students with addresses for these agencies. The students make application directly to these agencies.

EMPLOYER TUITION ASSISTANCE

The employers listed below have provided some form of tuition assistance for their employees. If employed by one of these organizations and interested in their tuition assistance program, the student may contact the personnel officer. Many local and Canadian hospitals and health care facilities provide tuition assistance for employees.

EMPLOYERS OFFERING TUITION ASSISTANCE:

Brooks Memorial Hospital
 Bry-Lin Hospital
 Catholic Health System
 Ford Motor
 General Motors
 HSBC Bank
 Kalieda Health
 Mount St. Mary's Hospital
 Niagara Mohawk
 Rich Products
 Roswell Park Memorial Institute
 Sheehan Memorial Hospital
 TOPS Markets
 Veridian Engineering
 Veterans Administration Medical Center

TUITION REDUCTION FOR CANADIAN STUDENTS

Currently, D'Youville is offering Canadian students a 20 percent reduction in their tuition. This reduction is intended to provide assistance in covering the currency exchange rate. Those students maintaining dual U.S./Canadian citizenship have the option of accepting the Canadian student waiver or applying for U.S. financial aid.

CANADIAN HIGHER EDUCATION LOAN PROGRAM (CanHELP)

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

ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP)

OSAP is available for Canadian students attending D'Youville College. Applications are available at your local Canadian college or university. Students may also visit the OSAP web site at www.osap.gov.on.ca. The D'Youville College registrar will process OSAP applications after a student is accepted.

FINANCIAL AID APPLICATION PROCESS

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

To ensure maximum consideration for governmental and college-based aid, these steps should be followed and the information noted:

1. To be considered for Federal Stafford Loans and Federal campus-based aid (e.g., Federal Work-Study, Federal Perkins Loan), the FAFSA form must be filed. FAFSAs are available each year in about mid-December in college financial aid offices and online at www.fafsa.ed.gov.
2. A student whose FAFSA reaches the processor by April 15 receives priority consideration for the aid noted above. Applications received after April 15 are considered late and subject to availability of funds after awards have been made to those students who have filed by before this time.
3. Upon receipt of a FAFSA, the processor mails a student aid report to the student. The processed aid analysis is transmitted to the school.
4. Aid applicants who are flagged for verification by the processor or the U.S. Department of Education are required to submit to the financial aid office signed copies of W-2 forms, federal tax returns and supporting documentation. This information should only be submitted to the financial aid office when the Federal Student Aid Report and/or the financial aid office have identified the student as selected for verification.
5. Students new to D'Youville College do not receive notification of eligibility for aid until they have been officially accepted for matriculation in a degree-granting program.
6. If any aid is offered to a student, he/she must accept or decline it by the date specified in the award letter. If the financial aid office does not receive a response by the date noted on the award letter, the offer of aid will be withdrawn.
7. The student is responsible for informing 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 campus-awarded assistance.
8. All matriculated students who are NYS residents attending full-time (12 credit hours or more each semester) should apply for the New York State Tuition Assistance Program (TAP) grant. A separate TAP application must be submitted to New York State in addition to the FAFSA. Preprinted TAP applications will be mailed to all NYS residents who list at least one NYS college on the FAFSA. Review the information carefully, make any corrections necessary, sign, date and return to the processor within one week of receipt.
9. Federal Stafford Loans are a federal program sponsored by New York State private lenders (commercial and savings banks, savings and loan associations and credit unions) to student applicants according to federal guidelines. Student loan application packets are mailed to the students. Student sections must be completed on the forms and then submitted to the processing agency.
10. To obtain all forms of financial assistance, a student must be in good academic standing and be making academic progress.

GRADING

Quality points are awarded according to the grades earned. The quality point average is obtained by dividing the total number of quality points by the total number of semester hours of credit carried, exclusive of S/U grades.

Letter Grade	Grade Definition	Quality Points Per Semester Credit Hour	Numerical Value
A	Excellent	4.00	93-100
A-		3.67	90-92
B+		3.33	87-89
B	Good	3.00	83-86
B-		2.67	80-82
C+		2.33	77-79
C	Average	2.00	73-76
C-		1.67	70-72
D+		1.33	67-69
D	Less than Average	1.00	63-66
D-	Minimum passing grade	0.67	60-62
F	Failure	0	Below 60
FX	Failure for non-attendance		
*I	Incomplete	0	
*IA	Absent for semester exam	0	
*IX	Incomplete in S/U courses	0	
R	Course Repeated		
S	Satisfactory completion of minimal requirements for course	0	
U	Unsatisfactory	0	
**W	Withdrawal without penalty	0	

* Temporary grades. An IA automatically becomes an F if the student does not complete a deferred examination before the dates posted. An I becomes an F and an IX becomes a U if the work is not completed before the end of the eighth week of the next semester in which the student is enrolled. Students will not be allowed to register for a course for which a prerequisite has been established if a grade of incomplete ("I" or "IA") has been received in the prerequisite course and has not been replaced by an acceptable grade before the course begins.

** A course may be dropped without academic penalty until the end of the 10th week of the semester. An F is given after that time.

GRADE REPORTS

Grade reports are mailed to students at their permanent home address approximately two weeks after the close of the semester. A student who completes work for a course in which the student received an I grade may request a revised grade report from the registrar's office.

INCOMPLETE (I) GRADE

The grade of I (incomplete) is used when the instructor is not prepared to give a final mark for the semester, either because a 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 the above policy and who 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. The appropriate dean must approve exceptions to this provision.

GRADE CHANGE

Grades, which have been recorded in the registrar's office, can be changed only through consent of the faculty member and with the permission of the appropriate Dean. Forms for this purpose are available to faculty in the registrar's office.

REPEATING A COURSE

Students may repeat any course once. In each case the original grade will be replaced by the second grade earned, whether higher or lower. When repeating a course for the second time, students must complete and submit the appropriate form at the time of registration, including the signature of the appropriate dean, for approval.

If a student wishes to repeat a course that is not required by the college, the state and certain lending agencies may not allow the credit hours for the course to count toward the minimum course load required for financial aid purposes.

WITHDRAWAL FROM A COURSE

A course may be dropped without academic penalty until the 10th week of the semester. A grade of W appears on the student's record for this course. A form for this purpose is available in the registrar's office. The form, with the adviser's signature, must be submitted to the registrar's office by the 10th week of the semester. Withdrawal from a course after the deadline without prior approval of the director of the graduate program will result in a grade of F. Permission for such a late withdrawal will only be given because of serious extenuating circumstances.

DISCONTINUANCE OF ATTENDANCE OR NOTIFYING THE INSTRUCTOR ALONE DOES NOT CONSTITUTE OFFICIAL WITHDRAWAL. A GRADE OF F OR FX IS RECEIVED FOR A COURSE FROM WHICH A STUDENT DOES NOT OFFICIALLY WITHDRAW.**CHANGE OF PROGRAM**

Any student who wishes to change programs must complete a change of major form, which is available in the registrar's office.

REGISTRATION

Graduate students may register at any time during or after the scheduled registration periods in the spring and fall. Registration by mail or fax can only be accomplished through prior arrangement with the individual's department. Registration forms must be properly completed and signed by both the advisor and the student and submitted to the registrar. In addition, the student must comply with New York state law regarding measles, mumps, and rubella immunizations.

Individual class schedules are available in the registrar's office at the time of registration and after the official registration period is complete. Once officially registered, the individual is responsible for payment of tuition and fees. No one will receive credit for a course unless officially registered.

AUDIT

Permission to audit a course must be obtained 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. Audit fees are listed in the fee schedule.

GRADES IN GRA 629

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

LEAVE OF ABSENCE

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

Ordinarily, a student may not request a leave of absence after the 12th week of the semester. Special consideration is given for illness or other extenuating circumstances. The appropriate dean must give permission in these cases. In the event that a student does not return at the time stipulated, the leave automatically becomes a withdrawal. The student must then apply for readmission in order to return to the college.

MEDICAL LEAVE OF ABSENCE

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

SERVICES TO STUDENTS

ACADEMIC ADVISEMENT

An academic advisor works with each student, planning the course of study and giving direction on other academic matters. The Registrar serves as the Coordinator of Advisement and is responsible to monitor and assist the overall academic advisement at the college.

CAMPUS MINISTRY

D'Youville is dedicated to developing the whole person. Campus Ministry facilitates this endeavor by providing a variety of opportunities for the development of the student's social, moral, and spiritual potential. The goal of Campus Ministry is to enable all members of the college community to grow in personal spirituality and to contribute their time and talents in service to the campus community and ultimately to the wider community. Campus Ministry offers a variety of programs throughout the academic year which are designed to foster both spiritual and personal growth. Opportunities such as religious education, spiritual guidance, Bible study, counseling, retreats, social action programs, and social events are made available.

Worship services are offered in various traditions both on and off campus. In an effort to celebrate our religious diversity a variety of ecumenical experiences are also offered to the D'Youville community. Campus Ministry publishes a Community Worship Directory and is affiliated with both Christian and non-Christian churches and organizations.

RESIDENTIAL LIVING

Living on campus is a good way to make the most of your time at D'Youville College. The convenience of being within a block of labs and the library makes it easier to use free moments for study or research. Being on the scene for campus activities, scheduled and unscheduled, makes it easier to attend events. New students become familiar with their new surroundings quickly and are soon sharing in the experience of campus life.

A number of housing options are available, including same gender and co-ed floors, and floors with students who are over 21. Each living area of the residence hall (Marguerite Hall) has a study lounge, a TV lounge, and a kitchenette. Other amenities include a Macintosh and IBM computer lab, laundry facilities and vending services.

Students interested in full-time or part-time residence should contact the Director of Residence Life at (716)881-7698.

CAREER SERVICES CENTER

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

A professional networking program connects students with alumni working in their field of interest. Additional services include current scholarship and graduate school information, current full- and part-time job listings, and an on-campus part-time student employment program.

Based on responses from the 1999 graduate survey, the following employment statistics highlight the success of the D'Youville College graduates:

Employed

- a. 98% of Graduates successfully employed or attending graduate school
- b. 95% of these were in career-related fields

DAY-CARE CENTERS

The college does not offer on-campus childcare facilities. Students interested in childcare services may call the Childcare Coalition of Niagara Frontier, Inc., at (716)877-6666. The Coalition provides information about referral services for childcare services, pre-school, day-care, before- and after-school extended programs, family day-care providers, nursery schools, and information on quality and regulations. There is no fee for the Coalition's service.

DISABILITY STATEMENT

D'Youville College attempts to assist employees and students on an individual basis with concerns they may have as 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)881-7728.

FINANCIAL AID

The Financial Aid Office is the key to obtaining the aid possible to meet the expenses of a college education. Financial Aid personnel will help determine which types of aid to apply for and explain deadlines, requirements, and conditions (see pages 11-13).

GRIEVANCE PROCEDURE

The College is committed to the education and social development of its students. If, in the course of this complex educational process, a student feels he or she has been treated unfairly by a college employee, the college has both a Standard Grievance Procedure and a Grievance Officer. In addition, there is also a Post-secondary Complaint Registry. Please refer to the Student Handbook for a description in detail.

HEALTH SERVICES

The Health Center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, physical examinations, immunizations and printed materials. Clinics are offered Monday through Friday. A full-time nurse practitioner staffs the center. A complete pre-entrance physical examination, which includes the New York State immunization requirement, is required of all students. D'Youville College strongly recommends that ALL students, full- and part-time, have medical insurance. Medical insurance can be purchased during each semester. In accordance with 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. Contact the Health Center (716-881-7698) for information on individual and family policies.

LEARNING CENTER

The Learning Center, located on the fourth floor of the Koessler Administration Building, provides skills assessment evaluation in reading, writing and math; writing conferencing including thesis, academic counseling, peer and professional tutoring, non-credit college skills courses, and support services to students with disabilities.

MULTICULTURAL AFFAIRS

The Multicultural Affairs Office has been developed to aid D'Youville College in maintaining an atmosphere of cultural pluralism where individual groups can maintain a sense of cultural identity while building a strong community. The office functions as a support system, bridging the gap between the college and the multicultural student. At D'Youville, we believe that multiculturalism is a process rather than an event. Our campus community accepts, appreciates, and actively unifies diversity into the cultural quilt that makes up society.

PERSONAL COUNSELING

Licensed and board-certified professional counselors are available daily for confidential individual and group counseling sessions and consultation. The Counseling Center is located at 631 Niagara Street, (716)878-2713. Mental health counseling deals with issues related to growth, development and adjustment in personal, social and educational areas of concern. In addition, Personal Counseling has available Shelf-Help, a resource library of self-help tapes, books, and brochures for individual private use. Programming, including seminar workshops, are provided throughout the year to proactively promote student mental and emotional health and positive well-being.

CONNECTIONS: YOUR INFORMATION and RESOURCE CENTER

The Connections Office is located on the first floor of the Health Science Building, Room 110. The office accommodates all students. The hours of the office have been expanded to accommodate both day and evening students (8:30 a.m. - 7:00 p.m., Monday through Thursday, and 8:30 a.m. - 4:30 p.m. Fridays).

The office is a central point for college information. Students needing forms, applications, brochures, catalogs, etc., can stop by the office and collect what they need. Additionally, students can drop off various College forms to the office. The office will then make sure that they are delivered to the correct location the next day. Concerns of commuter, graduate, non-traditional, evening, and Canadian students are of special interest to this office. Connections also provides additional services for students attending classes in the evening such as class schedules, tuition payments and registration information.

Anyone who has suggestions, comments, or concerns may stop by the Connections Office (Health Science Building Room 110) or call to set up an appointment (716-881-7766). Students may also call the number 24 hours a day with their inquiries to receive a response the next business day.

WRITING TUTOR

A writing tutor is available to determine a student's writing problems, make recommendations regarding the type of writing support needed, and provide assistance within the constraints of the tutorial service availability. For assistance, contact the Learning Center at (716)881-7690.

GRADUATE PROGRAMS

GRADUATE PROGRAMS

D'Youville College offers master of science degrees in nursing (M.S.), clinical nurse specialist in community health nursing (M.S.), elementary education (M.S.), family nurse practitioner (M.S.), health services administration (M.S.), international business (M.S.), physical therapy (M.P.T.), secondary education (M.S.), and special education (M.S.). Dual degree programs are offered in dietetics (B.S./M.S.), international business (B.S./M.S.), nursing (B.S./M.S.), occupational therapy (B.S./M.S.), and physical therapy (B.S./M.S.). A dual degree in nursing is available for registered nurses with an associate degree (B.S.N./M.S.). Registered nurse students may choose either the master of science in nursing (M.S.) or the clinical nurse specialist in community health nursing (M.S.) for the combined R.N.-B.S./M.S. degree.

GENERAL ADMISSIONS REQUIREMENTS

(Applies to all programs)

General requirements are given below. Those requirements which are specific to a given program are included under each program listing. Action on an application begins when the application, application fee and the official transcripts have been received.

THE GENERAL REQUIREMENTS ARE FOLLOWING:

1. A completed application form and a \$25 non-refundable application fee.
2. Official transcripts of undergraduate and, where applicable, graduate work.
3. A personal interview is required except where long distance travel is a problem. In that case, a telephone interview will suffice.
4. 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):
 - a. A cumulative undergraduate G.P.A. of at least 3.0;
 - b. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the upper half of undergraduate work;
 - c. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field; or
 - d. For nursing program applicants only: 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.
5. An undergraduate course in applied statistics or demonstration of a minimum level of competency in applied statistics per written exam. Students not achieving competency will be required to take GRA 602 (Statistics Seminar) at D'Youville College prior to or concurrent with GRA 601 (Research Methodology and Design).

Provisional Admission

Applicants who do not meet the criteria listed, but who have an undergraduate grade point average of at least 2.5 and show promise, may submit the Graduate Record Examination (GRE) scores. If the combined score on the GRE is acceptable, the applicant may be considered for provisional admission. While on provisional status, the student must meet all academic requirements of the program and must either receive grades of B or better in the first four courses in his or her graduate program, or earn a cumulative grade point average 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.

Applicants who do not meet the above criteria for admission, but who show promise and have taken at least nine graduate credits with grades of B+ or better from an accredited college or university, may be considered for provisional admission. These graduate credits must be in courses considered relevant by the graduate committee of the student's graduate program major and may or may not be eligible for transfer.

Conditional Admission

Applicants who do not meet the above criteria for regular or provisional admission, but who show promise, may be considered for conditional admission. The student must receive grades of B+ or better in the first six credits of graduate coursework in his or her graduate program major to later be considered for provisional admission. Conditional students receiving grades of A for the first six credits may register for nine credits on provisional admission. While on provisional status, the student must meet all academic requirements of the program and must either receive grades of B or better in the first four courses in his or her graduate program, or earn a cumulative grade point average 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.

NON-MATRICULANT STUDY

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

TRANSFER POLICIES

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

DEGREE PROGRAMS

PROGRAM CODE	NAME	DEGREE	HEGIS CODE
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MASTER'S DEGREES

22784	Adolescence Education	MS	0803
82478	Community Health Nursing	MS	1203.10
20144	Elementary Education	MS	0802
20958	Family Nurse Practitioner	MS	1203.10
89282	Health Services Administration	MS	1202
21443	International Business	MS	0513
22783	Middle Childhood Education Specialist	MS	0804
21059	Nursing	MS	1203.10
23765	Physical Therapy	MS	1212.00
23766	Physical Therapy	MPT	1212.00
20145	Secondary Education	MS	0803
87508	Special Education	MS	0808
22789	Teaching Students with Disabilities in Adolescence Education	MS	0808
22788	Teaching Students with Disabilities in Middle Childhood Specialist	MS	0808

DUAL DEGREES

89578	Community Health Nursing	BSN/MS	1203.10
88129	Dietetics	BS/MS	1306
20843	International Business	BS/MS	0513
85292	Occupational Therapy	BS/MS	1208
86372	Physical Therapy	BS/MS	1212

ADVANCED CERTIFICATES

20989	Addictions in the Community		2104.10
21761	Advanced Orthopaedic Physical Therapy		1212.00
22279	Clinical Research Associate		1202
22492	Family Nurse Practitioner		1203.12
22278	Health Services Administration		1202
20718	Long-Term Care Administration		1202
21762	Manual Physical Therapy		1212.00
23624	Nursing & Health-Related Professions Education		1203.12

GENERAL ACADEMIC REGULATIONS

(applies to all programs)

General requirements are given below. Those requirements which are specific to a given program are included under each program listing.

1. Completion of the program within a maximum of four academic years for coursework and two years for thesis or project.
2. A grade of B or higher is applicable to a graduate degree offered by all graduate programs at D'Youville College. No more than a total of six credits of grades lower than a B (B-, C+, C) are applicable to the graduate degree. This policy applies to all 500- and 600-level classes for each graduate program. A grade of C- or lower is not applicable to any graduate degree.
3. Successful defense of a thesis or presentation of a project.
4. Presentation of thesis findings at Thesis Presentation Day for those who choose to complete a thesis.
5. Successful passing of a writing-skills assessment prior to registration for GRA 610 (Thesis Seminar). Note that this requirement is pending approval by the Graduate Council.

Generally, a full-time load is 9 to 12 credits per semester. Part-time students generally register for 6 credits per semester. Summer sessions are not counted as semesters. All requirements, regulations and forms are found in the graduate handbook, graduate catalog or the thesis handbook. Required forms are available in the graduate studies office, located in the Koessler Administration Building, Room 102.

CONTINUING REGISTRATION

Registration in GRA 629 is required for those who have completed all coursework including successful completion of the program's minimum number of thesis advisement credits, but who have not completed the thesis and/or publishable paper.

COURSE REGISTRATION

Students must register for courses following the prerequisites. Certain courses are offered only in the spring or fall semesters. The graduate catalog specifies the prerequisites and the semesters the courses are offered.

CPR CERTIFICATION

All nursing students taking clinical courses and all physical therapy students in Phases II and III of the program curriculum plan must be certified in cardiopulmonary resuscitation (CPR). Some level II fieldwork programs in occupational therapy also require CPR certification.

HEALTH REQUIREMENTS

All students must submit a completed D'Youville College health form. No student will be admitted to clinical courses or management and teaching practica without one. All students must satisfy New York State immunization requirements. For students in occupational therapy, physical therapy and all nursing programs, immunization records, a PPD test and rubella titre results and follow-up must be on file in the D'Youville College health office, located on the first floor of Marguerite Hall. The staff may be reached at (716) 881-7698. For all students enrolled in a health-related program, three doses of hepatitis B are required before participating in clinical rotations. For nursing students, a documented history of chicken pox or titre is required.

MALPRACTICE INSURANCE

All nursing students must show proof of carrying malpractice insurance, a copy of which is placed in the student's file. This is required for clinical courses and the teaching practicum or management internship.

EXIT INTERVIEW

Upon completion of the program or at the 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, which request information from students regarding the program. Students must contact the director of their graduate program for dates and times of exit interviews and for necessary forms required by the program.

EXTENSION TO COMPLETE GRADUATE DEGREE

A petition for an extension of time to complete the graduate degree must be accompanied by a completed Request for Extension of Time to Complete the master of science Program form. The form is to be forwarded to the chairperson of the Graduate Certification, Policies and Standards Committee via the student's graduate thesis director. The chairperson of the committee will forward the committee recommendation to the associate dean for graduate studies and institutional research. Copies of the form with a final disposition will be given to the graduate research director, program director, and the associate dean for graduate studies and institutional research, with the original placed in the student's division file. Forms are available in the graduate studies office, located in the Koessler Administration Building, Room 102.

GRADUATION

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

Notification of the completion of requirements other than coursework (green sheet) must be received in the registrar's office with all signatures no later than May 1, Aug. 1, or Dec. 1, or the student's graduation date will be moved to the next conferral period.

PROGRAM OF STUDY COMPLETION FORM

Matriculated students must have on file a Program of Study Completion form, which indicates plans for each semester in the program and expected dates of completing requirements. The form must be reviewed periodically and updated as needed with the faculty advisor's approval.

SCHOLARLY ACTIVITIES

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

THESIS ADVISEMENT CREDITS

After successfully completing a maximum of six hours of thesis advisement credit (GRA 629), students choosing to complete a thesis may continue to have thesis advisement by registering for continuing thesis registration (GRA 629) during the fall and spring semesters and during the summer session (for August graduates).

THESIS POLICIES

Academic policies related to the thesis are found in the thesis handbook available in the graduate studies office, located in the Koessler Administration Building, Room 102.

DIETETICS

COMBINED BACHELOR OF SCIENCE / MASTER OF SCIENCE

Admission requirements and academic regulations for the five-year combined B.S. / M.S. degree in dietetics are found in the undergraduate catalog.

EDUCATION

MASTER OF SCIENCE

Elementary Education
Secondary Education
Special Education

ADMISSION REQUIREMENTS

In addition to the general admissions requirements, applicants for M.S. Ed. degrees in elementary and secondary education must have completed liberal arts coursework required by the New York State Education Department for certification. Those seeking certification in elementary education must have at least six credit hours of undergraduate or graduate study in each of these areas: English, social studies, mathematics, natural sciences and foreign language such as Spanish, French or sign language (only college-level coursework will be accepted). Secondary education students must have a 36-credit concentration in the certification area and at least six credit hours of college-level study in a foreign language. Deficiencies must be made up before the student is eligible to apply for New York state certification. A statistics course is required for students who select the thesis option. Students who are registered in the 5-year integrated bachelor of arts/master of science in Education program and who have maintained a 3.0 cumulative G.P.A. or better for all four years of study are automatically admitted to the master's degree program and do not need to reapply. Students with less than a 3.0 cumulative G.P.A. must apply for admission.

NEW TEACHER EDUCATION CERTIFICATION REQUIREMENTS FOR THE STATE OF NEW YORK

New Yorkstate regulations for teacher certification change in 2004. D'Youville's education programs will change to reflect the new requirements. Current and prospective students must complete the current program and New York State Education Department requirements and apply for certification before February 1, 2004 in order to receive certification under the current regulations. Individuals applying for certification after February 1, 2004 will need to meet the new certification requirements.

INTERNATIONAL STUDENTS

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

NEW YORK STATE FINGERPRINTING LAW

Please note that all students applying for New York State certification after July 2001 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.

ACADEMIC REGULATIONS

In addition to the general academic regulations, all matriculating students in graduate education programs must complete the credit hours required for their program and complete either a thesis or project.

In addition, the following regulations apply:

1. A student who's cumulative G.P.A. is less than 3.0 for any semester may be dismissed from the program. The student may reapply for admission after a one semester absence, not including summer semesters. Readmission is not guaranteed.
2. A student who fails two or more courses at any time in the program will automatically be dismissed from the program. The student may reapply for admission after a one year absence. Readmission is not guaranteed.
3. Beginning in 2003, all students will be required to complete 100 hours of field experience *prior to* the student teaching practicum. This is approximately seven hours per week of fieldwork over one semester. This is a New York state requirement and no exceptions can be made to this regulation. Students who expect to be employed while attending any of the programs in education should take this into consideration when applying.

PROGRAMS

The graduate elementary and secondary education programs consist of two tracks: one for students with baccalaureate degrees in these areas (Track A), and one for students with baccalaureate degrees in other areas of education or with baccalaureate degrees outside of education (Track B). The graduate special education program consists of three tracks: one for students with baccalaureate degrees in special education (Track I), one for students with baccalaureate degrees in education other than special education (Track II), and one for students with baccalaureate degrees outside education (Track III).

TEACHING PRACTICUM

All graduate students in education must satisfy the minimum requirements for field experience in addition to adhering to arrival and departure times required of teachers, as well as attending appropriate school events such as open house. Students receive a letter grade (A, A-, B+, etc.) for field experience performance in the student teaching/practicum. In order to be recommended for a teaching certificate by the college, a student must earn a grade of C or higher in the teaching/practicum. A student who earns below a grade of C is not permitted to repeat the field/practicum.

Requirements for Elementary or Secondary Education

Track A students complete EDU 645 or EDU 603: Practicum in Elementary or Secondary Education, respectively, 3 credits (five days per week Monday through Friday for five weeks). Track B students complete EDU 645 or EDU 603: Practicum in Elementary or Secondary Education, respectively, 6 to 12 credits (five days per week Monday through Friday for ten weeks). Canadian students participate in a practicum for approximately 14 weeks and earn 12 credits.

Requirements for Special Education

Track II students take SED 645: Practicum in Special Education, 6 credits (five days per week for ten weeks). Track III students take SED 649: Methods/Materials Practicum, 3 credits (five days per week for five weeks) and SED 645: Practicum in Special Education, 6 credits (five days per week for ten weeks). Thus, Track III students spend the entire semester in a teaching/practicum.

Prerequisites for EDU 603 and EDU 645

Students must have successfully completed ALL coursework leading to New York state certification prior to registering for the student teaching/practicum. Student teaching assignments are made only in the fall and spring semesters. Students may not complete the student teaching/practicum during the summer months.

U.S. students who have baccalaureate degrees in the area in which they are seeking certification, (elementary education, secondary education or special education) and who have current provisional certification in this area, are not required to complete a student teaching/practicum. Students who do not have provisional certification in this area are required to complete a ten-week practicum.

Field Experience Placement Procedure

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

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

1. Establish eligibility by following the advisement process. The academic advisor should confirm that all coursework leading to certification has been successfully completed with a grade of B or better, a cumulative G.P.A. of at least 3.0 or better and appropriate New York state tests.
2. Application forms are available on designated computers in the computer labs. Read the application, profile, and envelope directions. Items incorrectly completed will be returned. This will delay field placement.
3. The application must be typed and include a mailing address and phone number where the student can be reached between semesters. Students can request a Canadian school board or U.S. district or school, but there is no guarantee that this request will be fulfilled.

Because this document will be sent to the board, district and/or school in which the student will be placed, it should indicate the names (not course numbers) of the professional education courses completed by the time of the practicum. Students in secondary education must also list the names of the undergraduate and graduate courses taken in the area(s) of certification including biology, chemistry, physics, earth science, business education, English, foreign language, mathematics and social studies.

The application must look professional and may be returned to the student to be redone if it has errors. Two self-addressed, unstamped, unsealed envelopes must accompany the application, which must be given to the

director of field experiences by the required date.

4. Students are required to be in compliance with health regulations prior to being permitted to participate in any field experiences.
5. Students must give proof of registration to take the New York State Teacher Certification Exam (NYSTCE) to the director of field experiences at the same time that the practicum application is handed in.

NEW YORK STATE TEACHER CERTIFICATION EXAMINATION

All students in the education programs at D'Youville College are required to take and pass required sections of the NYSTCE. Copies of score reports, when received, must be given to the director of field experiences.

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 in classes will result in being asked to appear before the department academic policies and review board. Appearance before this board may result in failure of the course, dismissal from the program or both.

PROJECT or THESIS

Graduate education students may choose to complete either a project or a thesis in order to complete the research component of the degree program.

Students who complete a project take GRA 600, EDU/SED 665, and EDU/SED 666. GRA 600 must be taken prior to or concurrent with EDU/SED 665. EDU/SED 666 in the semester immediately following EDU/SED 665, unless permission has otherwise been given by the department.

Students who complete a thesis take GRA 600, 601, 602 (if needed), 610, and 629 and follow all thesis requirements as outlined in the *thesis handbook*. Education faculty are usually not available to serve as advisor for thesis during the summer.

COURSES REQUIRED**M.S. Ed. IN ELEMENTARY EDUCATION****Track A:**

Teachers who hold New York State Certification in Elementary Education.

	Credits
Foundations Courses	12
EDU 620 Theories of Learning in Education	3
EDU 622 Meeting the Needs of Exceptional Learners	3
EDU 652 Curriculum Planning in Education	3
EDU 656 Major Themes in Education	3

Methods Courses**12**

EDU 621 Elementary School Teaching Strategies	3
EDU 624 Foundations of Teaching Reading	3
EDU 626 Teaching Children's Literature	3
EDU 627 Diagnostic and Corrective Reading	3

Research Courses (choose project or thesis option) 9-22

Project Option

GRA 600 Theory Development	3
EDU 665 Education Project I	3
EDU 666 Education Project II	3

Thesis Option

GRA 600 Theory Development	3
GRA 601 Research Methodology and Design	3
GRA 602 Statistics (as needed)	1
GRA 610 Thesis Seminar	3
GRA 629 Thesis Advisement	3 or 6
Education Electives	6

Total Track A Credit Hours 33-46

Track B:

In addition to Track A requirements, Track B students complete 6 or 12 credits of Student Teaching Practicum (EDU 645). U.S. students must take 6 credits of student teaching. Canadian students register for 12 credits of student teaching.

Total Track B Credit Hours 39-52

COURSES REQUIRED**M.S. Ed. IN SECONDARY EDUCATION****Track A:**

Teachers who hold New York state certification in secondary education.

Foundations Courses**Credits**

EDU 620 Theories of Learning in Education	3
EDU 622 Meeting the Needs of Exceptional Learners	3
EDU 652 Curriculum Planning in Education	3
EDU 653 Critical Issues and Future Trends in Education	3
EDU 656 Major Themes in Education	3

Methods Courses**6**

EDU 613 Methods of Teaching Reading and Writing	3
EDU 630 Secondary School Teaching Strategies	3

Research Courses (choose project or thesis option) 9-16

Project Option

GRA 600 Theory Development	3
EDU 665 Education Project I	3
EDU 666 Education Project II	3

Thesis Option

GRA 600 Theory Development	3
GRA 601 Research Methodology and Design	3
GRA 602 Statistics (as needed)	1
GRA 610 Thesis Seminar	3
GRA 629 Thesis Advisement	3 or 6

Total Track A Credit Hours 30-37

Track B:

In addition to Track A requirements, Track B students complete 6 or 12 credits of Student Teaching Practicum (EDU 603). U.S. students must take 6 credits of student teaching. Canadian students register for 12 credits of student teaching.

Total Track B Credit Hours 36-49

COURSES REQUIRED
M.S. Ed. SPECIAL EDUCATION

Track I:

Teachers who hold New York state certification in special education

	Credits
Foundations Courses	24
SED 641 Options/Alternatives in Special Education Classroom Management	3
SED 642 Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities	3
SED 643 Theoretical and Methodological 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 652 Curriculum Planning in Education	3
SED 653 Critical Issues & Future Trends in Education	3
SED 656 Major Themes in Education	3
SED 658 Research in General and Special Education	3

Research Courses (choose project or thesis option) **9-16**

Project Option

GRA 600 Theory Development	3
SED 665 Education Project I	3
SED 666 Education Project II	3

Thesis Option

GRA 600 Theory Development	3
GRA 601 Research Methodology & Design	3
GRA 602 Statistics Seminar (as needed)	1
GRA 610 Thesis Seminar	3
GRA 629 Thesis Advisement	3 or 6

Total Track I Credit Hours **33-40**

Track II: Teachers who hold NYS certification elementary or secondary education, or other educational certifications. Track II student must also complete a 6 credit Student Teaching Practicum (SED 645).

Students without provisional or permanent certification in special education must complete 6 or 9 credits of Student Teaching Practicum (SED 645).

Total Track II Credit Hours **39-46**

Track III:

Individuals who hold a degree in a field other than education. In addition to Track I requirements, the program requires 6 credits of approved prerequisite courses in professional and/or special education. These courses may be at the undergraduate or graduate level and must be approved by the program director. Track III students must also complete a 3-credit Methods/Materials Practicum (SED 649) and a 6 credit Student Teaching Practicum (SED 645).

Total Track III Credit Hours

with 9 credits of prerequisites completed 42-49

Total Track III Credit Hours

with 9 credits of prerequisites not completed 51-58

EDUCATION COURSES

Elementary and Secondary Education (EDU)

603 Practicum in Secondary Education (6,12)

This course is a ten-week (five days a week), college-supervised experience in secondary education including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of secondary-level students. Students in Track A register for 3 credits. Students in Track B register for 6 or 12 credits (depending upon citizenship). *Prerequisite: Completion of all coursework leading to certification; minimum 3.0 G.P.A.*

613 Methods of Teaching Reading and Writing in the Content Area (3)

In this course the prospective or current high school teacher will learn to use effective techniques to improve students' reading and writing, both generally and in specific content areas.

620 Foundations of Learning Theory (3)

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

621 Elementary School Teaching Strategies (3)

This course is designed to familiarize students with instructional strategies, methods, and materials necessary for creating productive teaching-learning environments for elementary students. Students in this course are expected to demonstrate the ability to create a positive and productive learning environment and to effectively plan for instruction and evaluation. Instructional planning, implementation and evaluation in language arts, science, social studies and math are emphasized in this course. Attention is also paid to teaching art and music in the elementary school. Collaboration with parents and communities members is also discussed. Part of this course is devoted to instructing students in the identification and reporting of child abuse, safety education and in preventing drug, alcohol and substance abuse.

622 Meeting the Needs of Exceptional Learners (3)

This course is designed to provide an introduction to special education. Emphasis is placed on the legal foundations of special education and on learning and behavioral characteristics of students with special needs in the elementary or secondary school. Attention is given to models of effective collaboration with coworkers and on models, which lead to education in the least restrictive environment. Individualized, instructional programming, intervention and learning strategies are analyzed. The use of educational and assistive technology in planning for the needs of individual learners is a critical component of this course. A portion of this course is devoted to training in school violence and intervention.

624 Foundations of Teaching Reading and Literacy (3)

This course is designed to provide an introduction to philosophies, methods and materials related to the teaching of reading. Emphasis is placed on familiarizing the student with various approaches to teaching reading including basal approaches, phonics approaches, whole language and a number of specialized techniques such as Orton-Gillingham, Fernald and Distar. Attention is paid to the student's ability to work collaboratively, communicate effectively and create teaching-learning situations conducive to developing reading proficiency in young learners.

626 Teaching Children's Literature (3)

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

627 Diagnostic and Corrective Reading (3)

This course is designed for classroom teachers at all levels. Course work includes examination of and practice with instruments for diagnosis of student difficulties, preparation of informal testing devices and the study of materials and techniques for corrective work as they relate to student needs in a culturally diverse society. Students are also expected to demonstrate an awareness of and knowledge related to the developmental needs of students of all ages. Communication of student needs to other professionals and to the student's family is also emphasized. *Prerequisite: EDU624.*

630 Secondary School Teaching Strategies (3)

This course is designed to familiarize students with instructional strategies, methods and materials necessary for creating productive teaching-learning environments for secondary students. Students in this course are expected to demonstrate the ability to create a positive and productive learning environment and to plan effectively for instruction and evaluation. Collaboration with parents and communities members is discussed. Part of this course is also devoted to instructing students in the identification and reporting of child abuse, safety education, and in preventing drug, alcohol, and substance abuse.

645 Practicum in Elementary Education (6/12)

This course is a ten-week (five days a week), college-supervised experience in elementary education including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of elementary-level students. Track B students register for 6 or 12 credits (depending upon citizenship). *Prerequisite: Completion of all coursework leading to certification; minimum 3.0 GPA.*

Multiculturalism and Cultural Perspectives (3)

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

652 Curriculum Planning (3)

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

653 Critical Issues and Future Trends in Education (3)

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

656 Major Themes in Education (3)

This course is designed to introduce students to the social and philosophical foundations of education and ways in which they have been influential in shaping education in North America. The historical role of teachers and schools is discussed in relation to the socio-cultural time period in which it developed. Roles and responsibilities of school and community personnel are discussed in relation to the social-political climate of the time.

665 Education Project I (3)

This course provides students with a framework for designing and implementing research and related projects within educational settings. Emphasis is on practical research, which provides immediate, although sometimes tentative solutions to school-based problems. Students in this course gain proficiency in working with technology in order to conduct research, evaluate instruction and produce instructional materials. *Prerequisite: GRA 600 Theory Development must be taken prior to or concurrently with this course.*

666 Education Project II (3)

This course provides students with guidance for implementing the action research or project proposed in EDU/SED 665. Students will carry out projects that can lead to useful solutions for practice-related problems in 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 665 unless written permission has been obtained from the director of graduate programs in education or the department chair to delay the taking of this course. *Prerequisite: EDU 665.*

GRA 600 Theory Development (3)

This course is a critical analysis of the processes involved in the development of theory including perspectives of the underlying philosophical and historical trends in the development of theory with emphasis on the processes of concept analysis, construction of theoretical relationships and the relationships between research, practice and theory. Social, ethical and value problems related to development of knowledge are examined.

Special Education (SED)**641 Options/Alternatives in Special Education Classroom Management (3)**

In this course learning and classroom management utilizing theory and techniques of applied behavioral analysis for handicapped learners are addressed. Options and alternatives for both academic management and behavior management will be developed and explored in light of an ecological approach to meeting behavior demands of diverse students by observing and analyzing in a variety of settings. Current research and research designs in behavioral analysis are analyzed through discussion and written assignments. *Offered in the fall semester only.*

642 Diagnostic Assessment and Prescriptive Teaching of Individuals with Disabilities (3)

The course provides a basic background in measurement and evaluation of both individuals and programs in a special education environment. Emphasis is placed on understanding psychometric and research principles and theories so that one can be an intelligent consumer of evaluation methodology. The focus then shifts toward applying this knowledge to prescriptive instructional programming in the special education setting. *Offered in the spring semester only.*

643 Theoretical and Methodological Perspectives in the Education of Individuals with Mild Disabilities (3)

This course is an in-depth analysis of teaching principles, historical and theoretical perspectives related to mildly handicapped individuals through the lifespan. The focus is on a non-categorical approach to service delivery to meet academic, social, management, and physical needs. Emphasis is given to analysis of trends (past and future), identification, referral, assessment and teaching strategies, and family dynamics. Concerns related to mainstreaming mildly handicapped students are analyzed through class discussion and course projects. *Offered in the fall semester only.*

644 Theoretical and Methodological Perspectives in the Education of Individuals with Severe/Profound Disabilities (3)

This course analyzes the theory and research related to the nature and needs of severe, profound and multiply handicapped individuals with an emphasis on educational assessment, instructional techniques and materials, social development and adaptive behavior, interactions with others and service delivery systems. Philosophical and historical trends in the development of theory related to teaching these individuals, concept analysis, construction of theoretical relationships and the relationship between research, practice and theory in the field are evaluated. *Prerequisite: SED 643.*

645 Practicum in Special Education (3 or 6)

This course is a ten-week (five days a week), college-supervised teaching experience in special education including theories and principles learned in coursework and applied to actual practice in assessment, individualized programming and management of students with disabilities. Track I students register for 3 credits, Track II and III students register for 6 credits. *Prerequisite: Completion of all coursework leading to certification; minimum 3.0 GPA. Offered in the fall and spring semesters only.*

649 Methods/Materials Practicum (3)

This practicum is a competency-based, teacher-training program that allows for a fieldwork experience of five days a week for approximately five weeks. Track III students only. *Prerequisite: Completion of all coursework leading to certification; minimum 3.0 G.P.A. Offered in the fall and spring semesters only.*

652 Curriculum Planning (3)

See EDU 652 for description.

653 Critical Issues and Future Trends in Education (3)

See EDU 653 for description.

Major Themes in Education (3)

See EDU 656 for description.

658 Research in Education (3)

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

665 Education Project I (3)

See EDU 665 for description.

666 Education Project II (3)

See EDU 666 for description.

GRA 600 Theory Development (3)

See GRA 600 for description.

HEALTH SERVICES ADMINISTRATION

Master of Science

ADMISSION REQUIREMENTS

In addition to the general admissions requirements, applicants to the master 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, or successful completion of HSA 614 prior to or concurrent with registration in HSA 615.

ACADEMIC REGULATIONS

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

1. Completion of 42 credit hours required. Additional credits in advisement or electives may be recommended.

PRACTICUM

Prior to registering for the practicum course, students should meet with the health services administration department chair. This enables the student and faculty adequate time to make arrangements with preceptors in area healthcare organizations.

PROGRAM

The minimum program requirement of 42 credit hours includes either three credits of project seminar or three credits of thesis advisement. Part-time students (6 credits per semester) can complete their course work in seven semesters. Full-time students take 9 to 12 credits per semester. Students choose between the thesis or project option after successful completion of the research methods course (GRA 601). Minimum total credit hours are the same for both options.

ADVANCED CERTIFICATE PROGRAMS

Matriculating students may choose to enroll in certificate programs as part of the master of science degree. Enrollment directly into a certificate program can be done on a non-matriculating status. Students entering on a non-matriculating status may change to matriculating at a later time. All courses in the advanced certificate programs may be applied to the HSA master of science degree. Each certificate program consists of five 3-credit hour courses.

Clinical Research Associate

	Credits
GRA 601 Research Methodology and Design	3
HAS 648 Financial Management in Health Care Organizations	3
HAS 653 Legal and Ethical Issues in Health Care Organizations	3
HAS 672 Practicum	3
SOC 600 Epidemiology	3

Health Services Administration

HAS 615 Health Systems Organization and Management	3
HAS 616 Human Resource Management in Health Care Organizations	3
HAS 648 Financial Management in Health Care Organizations	3
HAS 653 Legal and Ethical Issues in Health Care Organizations	3
PSC 652 Political and Economic Issues in Health Care	3

Long-Term Care Administration

GER 605 Aging in American Society	3
HAS 615 Health Systems Organization and Management	3
HAS 616 Human Resource Management in Health Care Organizations	3
HAS 648 Financial Management in Health Care Organizations	3
HAS 653 Legal and Ethical Issues in Health Care	3

COURSES REQUIRED FOR THE MAJOR DEGREE: M.S.**PREREQUISITE KNOWLEDGE:**

1. Applied statistical analysis
(GRA 602 - Computer based laboratory course, 1 credit)
2. Health care or management experience
(HSA 614 - Introduction to Health Systems: Organization and Management, 1 credit)

In the specific area of concentration (24 credits)		Credits
HAS 615	Health Systems Organization and Management	3
HAS 616	Human Resource Management in Health Care Organizations	3
HAS 648	Financial Management in Health Care Organizations	3
HAS 649	Financial Analysis and Strategic Management of Health Care Organizations	3
HAS 653	Legal and Ethical Issues in Health Care Organizations	3
HAS 669	Improving Performance of Health Systems	3
PSC 652	Political and Economic Issues in Health Care	3
SOC 600	Epidemiology	3

Electives (3 credits required of all majors)

GER 605	Aging in American Society	3
HAS 606	Culture, Health, and Health Care	3
HAS 654	Health Systems Labor Relations	3
HAS 657	Advanced Decision Analysis	3
HAS 668	Management in Extended Care Facilities	3
HAS 670	Health Services Consulting	3
HAS 679	Special Topics	3

Research Component (12 credits, choose either project or thesis option)**Project Option**

GRA 600	Theory Development	3
GRA 601	Research Methodology and Design	3
HAS 621	Project Planning and Evaluation	3
HAS 622	Project Seminar	3

Thesis Option

GRA 600	Theory Development	3
GRA 601	Research Methodology and Design	3
GRA 610	Thesis Seminar	3
GRA 629	Thesis Advise ment	3

PRACTICUM

HAS 672	Practicum	3
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TOTAL **42**

HEALTH SERVICES ADMINISTRATION COURSES (HSA)**606 Culture, Health, and Health Care (3)**

This specialized elective 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 the impact of culture on health status, service utilization and cultural conflicts between health care providers and members of ethnic communities. Prerequisite: graduate standing. Offered as needed.

613 Management in Health Care Organizations (3)

This course, for non-majors, presents the fundamentals of management that a health professional will need in filling management positions in health care organizations. The basic functions of supervision and the practical application of these skills are emphasized. Prerequisite: graduate standing or HP 101. Offered in the spring semester.

614 Introduction to Health Systems: Organization and Management (1)

This field experience is directed to entering students who have had no previous health care administration experience. The 1-credit laboratory (60 clock hours) is taken concurrently with the 3 credit Health Systems Organization and Management (HSA 615) and provides the student with the opportunity to gain an overview of how managers work within health systems. The fieldwork experience is conducted under the supervision of a qualified preceptor and program faculty. Students will relate this laboratory experience with the classroom lecture and activities. Students who need to take this course will be notified at the time of admission to the program. Offered in the fall and spring semesters.

615 Health Systems Organization and Management (3)

This course brings together students with a wide range of backgrounds and experiences as consumers, providers within health care organizations and policy makers to critically examine the organizational and management concepts that influence planning and decision making. The emphasis is on studying the various forms of health organizations as well as administrative behaviors used in adaptation and policy development. Prerequisite: graduate standing. Offered in the fall and spring semesters.

616 Human Resource Management in Health Care Organizations (3)

The course will present the design of programs for the maximizing of employee and institutional contributions in the health care service area. The course will address the grouping of professionals, paraprofessionals, skilled and non-skilled workers into an efficient and effective work group. The course will review labor relations and union organizations in the health care area and review legal aspects of personnel management. Prerequisite or co-requisite: HSA 613/615. Offered in the fall and spring semesters.

621 Project Planning and Evaluation (3)

Majors choosing the project option are required to take this course. This course will introduce the student to various applied evaluation methodologies used in health care administration and other disciplines. Both formative and summative evaluation will be stressed. Students will also learn how to identify, develop and use tools and instruments to measure goals and objectives. The conduct of need assessments is also included. Software appropriate for project planning and evaluation will be used. Prerequisite: GRA 601. Offered spring, fall or summer semesters.

622 Project Seminar (3)

Majors choosing the project option are required to take this course. Learners in this course will review theories taught throughout the HSA curriculum as well as the concept of the theory-practice gap. Methods appropriate to helping to overcome the theory-practice gap in health care administration will be discussed. Current issues in health care administration that lend themselves to a project will be identified. This course provides for evaluation of graduate project. Prerequisite: HSA 621. Offered fall, spring or summer semesters.

648 Financial Management in Health Care Organizations (3)

This course is designed to introduce the learner to a broad range of concepts and skills involved in planning, budgeting and controlling in health care organizations (HCO). The emphasis in this course is on managerial as opposed to financial accounting and on issues carried out at the department or organizational level rather than the system level. This course is required for the Long -Term Care Certificate. Prerequisite: HSA 615 or permission of instructor. Offered in the fall semester.

649 Financial Analysis and Strategic Management of Health Care Organizations (3)

This course builds on previous HSA core courses to prepare the learner to help position and financially manage a health care organization. Application of concepts of financial management within health care organizations, including financial planning principles, reimbursement procedures, government regulations, analysis of financial statements and principles of financial planning. The strategic planning process and principles of marketing are covered. Emphasis is placed on issues related to integrated health systems and managing the health of populations. Prerequisite: HSA 648. Offered in the spring semester.

653 Legal and Ethical Issues in Health Care Organizations (3)

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

654 Health Systems Labor Relations (3)

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

657 Advanced Decision Analysis (3)

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

668 Management in Extended Care Facilities (3)

This course is a comprehensive study of the various forms of long-term health care services. Students will examine the relationship between alternate health care systems and government legislation and regulation, reimbursement strategies, ethics and technology, social responsibility and patient care. Emphasis is placed on management and administration of long-term health care delivery systems. Prerequisite or co-requisite: HSA 648. Elective offered in the fall semester.

669 Improving Performance of Health Systems (3)

This course is designed specifically for managers in health care organizations who want to develop knowledge and skill in planning, measurement and communicating the performance of their organization. This course is targeted to those students who desire a masters degree in HSA and have achieved the level of knowledge and skill associated with understanding the structure and function of health care systems as well as basics in measurement as applied to planning, budgeting and controlling within organizations. Students will learn how to respond to the convergence of forces driving the study of performance of health care systems today. The emphasis is on what and how to assess performance of processes and outcomes of health care delivery systems. Students will learn how to design, implement and evaluate the performance of their organization as well as how to contribute to and use uniform datasets. Prerequisite: HSA 648. Offered in the spring semester.

670 Health Services Consulting (3)

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

672 Practicum (3)

This course provides the opportunity for the application of theories and principles of classroom learning in an area of the health care system. There is a requirement of 3 credit hours (120 clock hours) of fieldwork under the supervision of a qualified preceptor and program faculty. Students meet as a group periodically during the semester. Attendance at these integrative seminars and completion of practicum objectives is required. Prerequisites: HSA 648 or permission of instructor. Offered fall, spring and summer semesters.

INTERNATIONAL BUSINESS

Degree: COMBINED

BACHELOR OF SCIENCE/MASTER OF SCIENCE

Admissions requirements and academic regulations for the five-year combined B.S./M.S. degree in international business are found in the undergraduate catalog.

MASTER OF SCIENCE

The program may be completed in four semesters if pursued on a full-time basis (9-12 credit hours per semester). Part-time students generally register for 6-credit hours per semester. Classes are offered weekday evenings and/or Saturdays to accommodate the working student. Select courses are 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 baccalaureate degree in business.*
2. An undergraduate course in computer science or its equivalent and a minimum of a 3-credit statistics course. Courses in computer science and statistics are available at the college for students who do not meet these admission criteria.
3. Two reference letters from undergraduate professors and/or employers (supervisors, colleagues).
4. The GMAT or the GRE may be required by the department of business 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) test 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 440 and MGT 441 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. Each student will be evaluated on an individual basis upon completion of the respective modules, and where necessary, will be advised to take additional appropriate courses. 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 department of business.

Prerequisites: Offered Friday evenings/Saturday (during the summer, late afternoon or evenings). Students must fulfill the requirements of the following courses in their entirety. The modules are not offered independently.

MGT 440 Introduction to Management, Marketing, and Business Law (3 credits)

Module 1	Management & Organizational Theory
Module 2	Principles of Marketing
Module 3	Business Law

MGT 441 Introduction to Economic Concepts, Statistics, and Financial Management and Analysis (3 credits)

Module 1	Managerial Economics
Module 2	Statistics
Module 3	Financial Management & Statement Analysis

ACADEMIC REGULATIONS

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

1. Completion of a minimum of 39 credits as required in the program.
2. Completion of fieldwork and language requirements.
3. Completion of a master's project.

FIELDWORK REQUIREMENT

A minimum of 3-to 9-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.

COURSES REQUIRED FOR THE MAJOR

Degree: M.S.

In the specific area of concentration:	Credits
IB 501 Economic Geography	3
IB 503 International Economics and Finance	3
IB 505 International Negotiation & Communication	3
IB 506 International 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 International Transportation and Logistics	3
IB 608 International Business Strategy	3
Research Component	
GRA 600 Theory Development	3
IB 621 International Business Project Seminar I	3
IB 622 International Business Project Seminar I	3
Fieldwork	
IB 620 International Business Fieldwork	3-9
International Business Coursework	27
Research Component	9
Fieldwork Component	3-9
Total	39-45

INTERNATIONAL BUSINESS COURSES (IB)**IB 501 Economic Geography (3)**

This course introduces the fundamentals of economic geography, spatial economics and the principles of locational choice. The forces that are reshaping the global economy and the stages of economic development that are emerging are also examined. *Prerequisite: Graduate standing.*

IB 503 International Economics and Finance (3)

This course is a study of the economic principles underlying trade among nations, international exchange and the balance of payments, the scope and significance of international investment and capital movements and the institutions facilitating economic cooperation among nations. *Prerequisite: Graduate standing.*

IB 505 International Negotiation & Communication (3)

This course is designed to provide an understanding of those aspects of cultural differences among peoples in different countries that significantly affect managing businesses, communicating and marketing products or services in the global economy through the study of the major economic regions of the world. Emphasis is placed on the role of managers and negotiating skills. *Prerequisite: Graduate standing.*

IB 506 International Management (3)

The course will cover various areas of knowledge, theories and applications of organizational behavior and human resource management in the global arena. Topics will include leadership and organizational styles in different cultures, motivational techniques, managing human resources and cross-cultural training, preparing expatriates for foreign deployment, compensation and related problems in international business and factors specific to nations which affect foreign placement of company personnel. *Prerequisite: Graduate standing.*

IB 602 Multinational Corporate Finance (3)

This course emphasizes the financial issues that multinational enterprises face including risk management, financing and investment decisions. *Prerequisite: IB 503 or permission of instructor.*

IB 604 International Marketing and Research (3)

This course involves a study of how international business variables affect the marketing process. The mechanics and strategies of international marketing are examined, including export and non-export entry modes with a marketing research emphasis. The course focuses on product, pricing, promotion, and distribution decisions in a global marketplace. *Prerequisite: IB 505 or permission of instructor.*

IB 605 Legal Environment in International Business (3)

This course examines international trade organizations, conferences and treaties; export regulations, antitrust laws; securities regulations in the international environment; the Foreign Corrupt Practices Act; laws that provide protection against unfair competition from foreign goods; and laws that provide economic relief to those affected by import competition. *Prerequisite: IB 503 or permission of instructor.*

IB 607 International Transportation and Logistics (3)

This course examines the escalating importance of international logistics and transportation in world commerce and emphasizes the differences between domestic and international transportation and logistics. Transportation issues such as infrastructure and export documentation and management techniques of international logistics are also discussed. *Prerequisite: IB 501, IB 503 or permission of instructor.*

IB 608 International Business Strategy (3)

This course provides advanced study in global operations management allowing students to apply and extend skills learned in earlier international business courses, relate recent innovations in international operations management and information technology to business strategy, and integrate "core" management courses in organization, leadership, strategy, marketing, accounting, finance and cross-cultural concepts. *Prerequisite: IB 602, IB 604 or permission of instructor.*

IB 610 International Financial Reporting & Analysis (3)

This course provides a study of the accounting aspects of international business including comparative international accounting systems, practices, reporting and taxation. It 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 globally competitive business environment. *Prerequisite: IB 602 or permission of instructor.*

IB 614 Current Issues in International Business (3)

This course provides an in-depth analysis of current work issues, selected topics, specific problems or geographic areas of prominence in international business. This course may be taken three times. *Prerequisites: IB 602, IB 604, IB 605, IB 607, or permission of instructor.*

IB 620 International Business Fieldwork (3-9)

This course provides the opportunity for students 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 student basis. *Prerequisite: Good academic standing per academic regulations or permission of instructor.*

IB 621 International Business Project Seminar I (3)

This course will provide the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study or an applied project of equivalent scholarly rigor in the field of international business. The course's perspective is on the utilization of theory to frame research questions for applied research problems in international business. The review and critical analysis of components of applied research designs will prepare the student to be a producer and consumer of research as a manager. Students will work closely with the instructor to investigate, formulate and describe, in the proper format, a research study or project. *Prerequisite: 12-credit hours of graduate IB coursework and permission of instructor.*

IB 622 International Business Project Seminar II (3)

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

IB 679 International Business Special Topics (3)

This course is a seminar in a topic relevant to international business studies. At the time of offering, a subtitle will indicate the specific content of the course. *Offered as needed.*

COMMUNITY HEALTH NURSING*MASTER OF SCIENCE***NURSING (choice of clinical focus)***MASTER OF SCIENCE***ADMISSION REQUIREMENTS**

In addition to the general admission requirements, applicants for both the master of science degree in community health nursing and the master of science degree in nursing (choice of clinical focus) must present the following:

1. A baccalaureate degree in nursing from an approved or accredited school of nursing.
2. A current license to practice professional nursing in New York state or Ontario. Students who are awaiting licensing examination results may be admitted to the master's program, but are not eligible to enroll in clinical courses until they are licensed.
3. An undergraduate course in computer science or its equivalent.
4. For those taking graduate credits in the nursing program at D'Youville College as conditional students, the first six credits must have B+ or better grades to be considered for provisional admission. Students admitted on provisional status must complete the next two additional courses with B or better grades to remove conditional status. Failure to do so means dismissal from the program.

Conditional students receiving A grades for the first six credits may register for nine credits on provisional admission. Students doing so must complete all courses on provisional admission with a grade of B or better. Failure to do so means dismissal from the program.

ACADEMIC REGULATIONS

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

1. Completion of 36 to 45 credit hours (community health nursing), or 30 to 36-credit hours (nursing - choice of clinical focus) as required, plus any additional credits in advisement as necessary to complete either the project or thesis requirement.
2. Membership on a committee, board or task force concerned with community health issues is required for each of the three clinical courses offered in the community health nursing program.
3. Submission of a scholarly paper suitable for publication.

SCHEDULING OPTIONS

In response to meeting the life-style demands of the adult learner, the department of nursing offers the master's in community health nursing and the master's in nursing (choice of clinical focus) programs according to two different scheduling options:

1. Friday only option: All classes are offered on Fridays (day and evening classes). This makes it possible to complete either program (full-or part-time) by attending classes only one day per week.
2. Evening program option: Select classes are offered after 4 p.m. This makes it possible to complete either program (full-or part-time) by attending only evening classes.

Please refer to the general academic regulations section of this catalog (page 20) for health, C.P.R., and malpractice insurance requirements.

COMMUNITY HEALTH NURSING

MASTER OF SCIENCE

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 five different functional tracks.

Addictions Nursing
 Holistic Nursing
 Hospice and Palliative Care
 Nursing Management (internship required)*
 Nursing Education (teaching practicum required)*

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

PROGRAM

This program consists of the following components:

Nursing Courses	12 credit hours
Research Courses	9-12 credit hours
Supportive Courses	6 credit hours

Plus a choice of one of the following functional tracks:

Education Courses	9 credit hours
Addictions Courses	9 credit hours
Holistic Nursing Courses	9 credit hours
Hospice & Palliative Care Courses	9 credit hours
Management Courses	12 credit hours

The minimum academic requirement for the master's in community health nursing is 36-credit hours (education, addictions, holistic nursing, or hospice & palliative care tracks) or 39-credit hours (management track), plus additional credit hours (if necessary) for the completion of either the thesis or project requirement.

Length of time to complete the program depends on whether the student chooses full-time study (9-to 12-credit hours per semester) or part-time study. Course work can be completed in three semesters of full-time study (12 credits per semester) for the education, addictions, holistic nursing, or hospice & palliative care tracks. The management track can be completed in three semesters of full-time study plus one semester of part-time study (6 credits per semester).

COURSE REQUIREMENTS

Master of Science in Community Health Nursing
 Credits

SUPPORTIVE COMPONENT

	Credits
SOC 600 Epidemiology	3
PHI 600 Philosophical Methods	3

NURSING COMPONENT

NUR 603 Community Health Nursing - Optimum Health	3
NUR 604 Community Health Nursing - Episodic Health Restoration	3
NUR 605 Community Health Nursing - Continuous Health Restoration	3
NUR 609 Professional Role Development	3

FUNCTIONAL TRACKS (CHOOSE ONE)

EDUCATION TRACK

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

ADDICTIONS TRACK

NUR 623 Addictions Nursing I	3
NUR 624 Addictions Nursing II	3
NUR 625 Addictions Nursing III	3

HOLISTIC NURSING TRACK

NUR 700 Holistic Nursing Practice I	3
NUR 701 Holistic Nursing Practice II	3
NUR 702 Holistic Nursing Practice III	3

HOSPICE & PALLIATIVE CARE TRACK

GRA 640 Hospice & Palliative Care I	3
GRA 641 Hospice & Palliative Care II	3
GRA 642 Hospice & Palliative Care III	3

MANAGEMENT TRACK

HAS 615	Health Systems Organization and Management	3
HAS 616	Human Resource Management in Health Care Organizations	3
GRA 617	Financial Management of Health Care Systems	1
GRA 618	Effective Planning in Health Care Services	1
GRA 619	Funding of Health Care Facilities	1
GRA 620	Management Internship in Health Care	3

RESEARCH COMPONENT

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

PROJECT OPTION REQUIREMENTS

NUR 610	Project Seminar	2
NUR 629	Project Advisement	1-3

THESIS OPTION REQUIREMENTS

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

Total Degree Requirements*

Project Option	36-41
Thesis Option	39-45

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

NURSING (CHOICE OF CLINICAL FOCUS)

Degree: Master of Science

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 you 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.

PROGRAM

This program consists of the following components:

Nursing Courses	12 credit hours
Research Courses	9-12 credit hours
Supportive Courses	9 credit hours

The minimum academic requirement for the master's in nursing (choice of clinical focus) is 30-credit hours (project option) or 33-credit hours (thesis option), plus additional credit hours (if necessary) for the completion of either the thesis or the project requirement. Length of time to complete the program depends on whether the student chooses full-time study (9-to 12-credit hours per semester) or part-time study.

COURSE REQUIREMENTS

Master of Science in Nursing (choice of clinical focus)
Credits

SUPPORTIVE COMPONENT

SOC 600	Epidemiology	3
PHI 600	Philosophical Methods	3
HAS 615	Health Care Administration	3

NURSING COMPONENT

NUR 609	Professional Role Development	3
NUR 630I	Professional Nursing VII	3
NUR 630LI	Professional Nursing VII (Clinical)	2
NUR 630II	Professional Nursing VIII	2
NUR 630LII	Professional Nursing VIII (Clinical)	2

RESEARCH COMPONENT

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

PROJECT OPTION

NUR 610	Project Seminar	2
NUR 629	Project Advisement	1-3

THESIS OPTION

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

TOTAL DEGREE REQUIREMENTS*

Project Option	30-32
Thesis Option	33-36

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

NURSE PRACTITIONER

(Family Nurse Practitioner in Primary Care)

Degree: Master of Science

ADMISSION REQUIREMENTS

In addition to the general admission requirements, applicants for the master of science degree in family nurse practitioner in primary care must present the following:

1. A baccalaureate degree in nursing from an accredited college or university program.
2. Licensure as a registered nurse in New York or in another state in the U.S.
3. One year of practice as a registered nurse.
4. An undergraduate course in computer science or its equivalent.
4. Baccalaureate level health assessment, pathophysiology and pharmacology courses or equivalent.
6. Two references on clinical performance (supervisor or colleague).

ACADEMIC REGULATIONS

In addition to the general academic regulations, all matriculated students in the N.P. program must fulfill these requirements:

1. Completion of 39-credit hours (master of science) or 28-credit hours (post-master's certificate) as required.
2. Successful passing of a writing-skills assessment prior to registration for GRA 621 Applied Research Methods (master of science).
3. Students on academic probation may not take clinical courses and are limited to six credits per semester while on probation.
4. Students cannot register for clinical courses in the N.P. program until formally accepted into the program.

N.P. students are required to receive at least a B in courses that prepare them for clinical practice and each clinical practicum. Students who receive less than a B, including a B-, C+, C, or lower, will have to repeat that course, will be placed on probation and cannot take any of the clinical practicum courses until they raise their grade in the applicable course to at least a B. They are also limited to 6 credits while on probation.

Clinical practicum courses include:

NUR 638 - Family NP ClinicalPracticum in Pediatrics
 NUR 639 - Family NP ClinicalPracticum in Women's Health Care
 NUR 640 - Family NP ClinicalPracticum in Adult Health

Preparation Courses include:

NUR 631 & 631L - Advanced Health Assessment and Lab
 NUR 634 - Health Promotion & Primary Care of Children & Families
 NUR 635 - Health Promotion & Primary Care of Women & Families
 NUR 637 - Health Promotion & 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.

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

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

Full-time graduate students in this program may register for 15-credit hours per semester. Part-time students generally register for 6 to 10 credits per semester. Summer sessions are not counted as semesters.

Please refer to the general academic regulations section of this catalog (page 20) for health, C.P.R. and malpractice insurance requirements.

PROGRAM

The program consists of these components:

Clinical	22 credits
Research	5 credits
Supportive	12 credits

Coursework can be completed in 3 semesters of full-time study. Students who elect to study part-time (6 to 10 credits) can complete their coursework in 4 semesters. Courses must be taken in the sequence indicated by the prerequisites. There are a total of 700 clinical hours of which a minimum of 100 clinical hours must be completed with a nurse practitioner preceptor.

COURSE REQUIREMENTS

Degree: Master of Science in Family Nurse Practitioner

In the specific area of concentration:		Credits
CLINICAL COMPONENT:		
NUR 631	Advanced Health Assessment	3
NUR 631L	Advanced Health Assessment Lab	1
NUR 634	Health Promotion & Primary Care of Children & Families	2
NUR 635	Health Promotion & Primary Care of Women & Families	2
NUR 637	Health Promotion & Primary Care of Adults	3
NUR 638	Family NP ClinicalPracticum in Pediatrics	3
NUR 639	Family NP ClinicalPracticum in Women's Health Care	3
NUR 640	Family NP ClinicalPracticum in Adult Health	5

In other academic areas required for this major:

***RESEARCH COMPONENT:**

GRA 621	Applied Research Methods	3
GRA 622	Clinical Research/Teaching Project Seminar	2

SUPPORTIVE COMPONENT:

HAS 615	Health Systems Organization and Management	3
NUR 609	Professional Role Development	3
NUR 632	Advanced Pharmacology	3
NUR 633	Advanced Physiology & Pathophysiology	3

*Changes in the research component are pending approval for fall 2001.

Graduate Major Requirements	22
Research and Supportive Requirements	17
Total	39

POST-MASTER'S CERTIFICATE:**Family Nurse Practitioner****ADMISSION REQUIREMENTS:**

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.

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 to 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 (page 20) for health, C.P.R. and malpractice insurance requirements.

COURSE REQUIREMENTS FOR THE POST-MASTER'S CERTIFICATE

FALL			Credits
NUR	631	Advanced Health Assessment	3
NUR	631L	Advanced Health Assessment Lab	1
NUR	633	Advanced Physiology & Pathophysiology	3
NUR	634	Health Promotion & Primary Care of Children & Families	2
NUR	635	Health Promotion & Primary Care of Women & Families	2

SPRING

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

SUMMER

NUR	640	Family NP Clinical Practicum in Adult Health	5
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PROGRAM TOTAL**28****NURSING COURSES (NUR)****NUR 603 Community Health Nursing - Optimum Health (3)**

This course considers the organization and changes of families, groups and communities relative to health-related factors. It focuses on health promotion and health maintenance using a nursing theory. Aggregate health data is analyzed to draw inferences about prevalent health problems and health risks in the community. Usual and alternate systems of health care delivery and nursing practice models are discussed. Clinical practicum of 45 hours of nursing practice with a client group is required. *Prerequisite or co-requisite: SOC 600, GRA 600. Offered in the fall semester.*

NUR 604 Community Health Nursing - Episodic Health Restoration (3)

In this course consideration of episodic health restoration of families, groups and communities is presented with a focus on health-related factors, such as vulnerability, stress, crisis, coping, risk and hazardous choices leading to the actual or potential need for episodic health restoration. Nursing theory is used to analyze the health of families, groups, and communities in need of health restoration activities. Criteria for evaluating the effectiveness of the intervention nurse is developed. Emphasis is on utilization of nursing and related theories to mobilize a group to restore its health status. Entrepreneurship in nursing and quality assurance models are explored. Clinical practicum of 45 hours of nursing practice with a client group is required. *Prerequisite: NUR 603. Offered in the spring semester.*

NUR 605 Community Health Nursing - Continuous Health Restoration Promotion and Maintenance (3)

In this course consideration of continuous health restoration, promotion and maintenance of families, groups and communities is studied with a focus on groups experiencing high risk, limiting choices, stigma, immobility, powerlessness, loss, isolation and lack of options. Analysis of continued health restoration, promotion and maintenance in the community is done using nursing theory. Criteria for evaluating the effectiveness of the intervention of the nurse are developed. Emphasis is on utilization of nursing and related theories to draw inferences about limiting choices with continuous health restoration and about the impact of innovative nursing models. Comprehensive multidisciplinary approaches to develop community programs providing continuity of care are explored. Clinical practicum of 45 hours of nursing practice with a client group is required. *Prerequisite: NUR 603. Offered in the fall semester.*

NUR 609 Professional Role Development (3)

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

NUR 610 Project Seminar (2)

The course is a discussion of current nursing practice, nursing education or nursing administration challenges or needs in the profession. Identification and delineation of a project concept and the development of a project proposal.

NUR/GRA 623 Addictions Nursing I (3)

This course considers the nature and extent of addiction problems, including substance abuse, alcoholism, nicotine dependency, eating disorders, sexual activities and gambling, as they relate to individuals across the lifespan, families, groups and communities. It also addresses the role of nurses in health promotion, primary prevention and the assessment processes for early detection of cues of these problems, especially with high-risk and underserved populations. *Offered in the fall semester. (Listed as GRA for addictions certification students.)*

NUR/GRA 624 Addictions Nursing II (3)

This course considers the progression of health problems related to addictions, as well as the treatment modalities useful in the care of clients with addictions, and the patterns of and responses to addictions within families, groups and communities. Highlights the development of effective research-based nursing theory models for the delivery of secondary prevention programs especially methods for promoting early diagnosis, facilitating entry into treatment and planning safe detoxification programs. Management issues in dealing with impaired professional practice are emphasized. *Offered in the spring semester. (Listed as GRA for addictions certification students.)*

NUR/GRA 625 Addictions Nursing III (3)

This course considers the advanced progression of health problems related to addictions, as well as intervention with clients with addictions, dual diagnoses and other long-term health problems. It highlights the development of effective research-based nursing theory models for the delivery of tertiary prevention programs, especially methods for supporting rehabilitation, reentry and relapse prevention for individuals, families, groups and communities. *Offered in the fall semester. (Listed as GRA for addictions certification students.)*

NUR 629 Project Advise ment (1-3)

This course provides a systematic development of a project designed to address a specific challenge or need of the profession. Projects can address nursing practice, nursing education or nursing administration concerns. A project is designed, implemented and evaluated according to department of nursing guidelines.

**NUR 630I Professional Nursing VII (3) and
NUR 630II Professional Nursing VIII (2)**

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

**NUR 630LI Professional Nursing Clinical VII (2) and
NUR 630LII Professional Nursing Clinical VIII (2)**

These capstone clinical courses focus on developing expertise in advanced nursing practice within a specific area of nursing as selected by each student. Application of theory to promote, restore and maintain health while providing care to clients is emphasized. Developing skill in functioning within a variety of roles, such as manager, educator, consultant and researcher within a specific health care setting will be addressed. Facilitating change to promote quality outcomes of care will be explored. *Co-requisite: NUR 630I or II. NUR 630L is offered in the fall semester and NUR 630LII is offered in the spring semester.*

DEGREE: M.S. in Family Nurse Practitioner**NUR 631L Advanced Health Assessment Lab (1)**

This course is designed for the graduate nursing student preparing for the family nurse practitioner role. Students learn how to competently perform and document a complete history and physical for persons of all ages. Opportunities to practice their developing health assessment skills are provided in the on-campus lab. *Prerequisites: completion of a baccalaureate level health assessment course or equivalent. Offered in the fall and spring semesters.*

NUR 632 Advanced Pharmacology (3)

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

NUR 633 Advanced Physiology & Pathophysiology (3)

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

NUR 634 Health Promotion and Primary Care of Children and Families (2)

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

NUR 635 Health Promotion and Primary Care of Women and Families (2)

This course was developed for the family nurse practitioner student preparing to work with women and the childbearing family. The course provides the theoretical knowledge necessary to make sound clinical decisions when providing primary health care to women and childbearing families. Advanced level normal growth and development will be presented, along with common variations from health. The role of the N.P. in the health promotion of women and pregnant women within the family system will be stressed. Care of women and families from diverse ethnic backgrounds will be explored. *Pre or Corequisites:* NUR 631, NUR 631L, and NUR 633. Offered in the fall semester.

NUR 637 Health Promotion and Primary Care of Adults (3)

This course was developed for the family N.P. student preparing to work with adults. The course provides the theoretical background necessary to make sound clinical decisions. The role of the N.P. in health promotion and treatment of health problems will be stressed. Nursing care of adults from a wide variety of ethnic backgrounds will be explored. The special needs of aging clients will also be stressed. *Pre or Corequisites:* NUR 631, NUR 631L, NUR 632, and NUR 633. Offered in the spring semester.

NUR 638 Family NP Clinical Practicum in Pediatrics (3)

Students will complete 200 hours of guided clinical experiences providing primary health care to pediatric patients. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed. *Pre or Corequisites:* NUR 631, NUR 631L, NUR 632, NUR 633, NUR 634. Offered in the spring semester.

NUR 639 Family NP Clinical Practicum in Women's Health Care (3)

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

NUR 640 Family NP Clinical Practicum in Adult Health (3)

Students will complete 300 hours of guided clinical experiences with adult patients. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed. *Pre or Corequisites:* NUR 631, NUR 631L, NUR 632, NUR 633, NUR 637. Offered in the summer and fall semesters.

NUR 641 Health Promotion & Primary Care of the Elderly (3)

This course was developed for the N.P. student preparing to provide primary care to elderly adults. This course provides the theoretical background necessary to make sound clinical decisions. The role of the N.P. in health promotion and treatment of health problems in the elderly will be stressed. Nursing care of older adults from a wide variety of ethnic backgrounds will be explored. Interdisciplinary theories of aging will be explored and applied to the well elderly and older adults experiencing deviations from health. *Pre or Corequisite:* NUR 637.

NUR 642 Clinical Practicum for the Elderly Adult (3)

This course provides the N.P. student with the opportunity to apply the theoretical knowledge learned from previous courses. The student will complete 300 hours of guided clinical experiences with elderly patients in a variety of primary care, acute care, long term care and rehabilitation settings. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be emphasized. *Prerequisite:* NUR 641.

NUR 700 Holistic Nursing Practice I (3)

This course presents the theory and research foundation for understanding the discipline of holistic nursing practice. Nursing science is explained from a human science perspective. Holism is presented as a paradigm or world view. Students are introduced to the concepts of holism, healing, transpersonal human caring, bodymind healing, spirituality and energetic healing. The holistic nursing process is demonstrated using the bio-psycho-social-spiritual approach to care. A comparison and contrast is made between the allopathic and holistic care models. Nursing ethics, theory and research are investigated as they relate to holistic practice. The central focus of the course is on understanding the role of the nurse as an instrument of holistic healing. This course includes a required 45-hour clinical practicum

NUR 701 Holistic Nursing Practice II (3)

This course presents the need for understanding cultural diversity and care as it relates to holistic nursing practice. Therapeutic communications expressed from the holistic perspective as the art of helping is presented. The central importance of appropriate relationships, both objective and subjective to the healing process, are explored. Emphasis is placed on the nurse, recognizing the need for self-assessment, and self-reflection as they relate to implementing holistic healing interventions. Use of cognitive therapy, nutrition, movement, exercise and environmental influences, as they relate to holistic nursing practice are investigated. This course has a required 45-hour clinical practicum.

NUR 702 Holistic Nursing Practice III (3)

This course provides theory and practice knowledge related to providing holistic nursing care to individuals, groups and families. Emphasis is placed on translating the following holistic healing modalities and concepts into practice including laughter using play and humor, relaxation, imagery and hypnotherapy, music therapy and touch therapy. Methods for weight management and smoking cessation are presented. Holistic practice approaches for addressing incest and child abuse, and violence and for the management of the human health experience as it relates to death and grief are investigated.

NURSING

COMBINED BACHELOR OF SCIENCE / MASTER OF SCIENCE

Admission requirements and academic regulations for the five-year combined B.S. / M.S. degree in dietetics are found in the undergraduate catalog.

OCCUPATIONAL THERAPY

Combined Bachelor of Science/Master of Science

PHYSICAL THERAPY

Combined Bachelor of Science/Master of Science

Admission requirements and academic regulations for the five-year combined B.S./M.S. degrees in dietetics, nursing, occupational therapy and physical therapy are found in the Undergraduate Catalog.

PHYSICAL THERAPY

MASTER IN PHYSICAL THERAPY

MASTER OF SCIENCE IN PHYSICAL THERAPY

ADMISSION REQUIREMENTS

In addition to the general admissions requirements, applicants to the master in physical therapy (M.P.T.) and the master of science in physical therapy (M.S.P.T.) must present the following:

1. The ability to meet the following technical standards:
 - a) Community-level mobility over a three city-block area with or without accommodation of ambulation or mobility aid.
 - b) From a seated position, the ability to lift an object (equivalent to a 10 lb. sack of potatoes) a vertical height of 16 inches and replace it with precision to its initial resting position without accommodation.
 - c) The ability to turn over five small disks equivalent to the size of five quarters with hand precision and efficiency without vision of the disks and without accommodation.
 - d) The ability to orally communicate a grammatically correct and cogent interpretation of a common proverb within a time-period of three minutes. Interpretation should describe the general meaning of the proverb rather than literal meaning.
2. 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).
3. Completion of prerequisite coursework in the following content areas: English, math and basic science, social and behavioral sciences, pathophysiology, kinesiology, gross anatomy and clinical neuro-science.
4. Two letters of recommendation, addressing leadership potential and ability to work with others.
5. A willingness to conform to published college and program policies including the professional behaviors listed in the generic abilities index.

ACADEMIC REGULATIONS

In addition to the general academic regulations, all matriculating students in the graduate physical therapy programs must complete 65 to 69 credit hours as required, which also includes the completion of a thesis or project. Additional credits in thesis advisement may be recommended for those students who choose the M.S.P.T.

COURSE REQUIRED FOR THE MAJOR DEGREE:

In the specific area of concentration:		Credits
PT	500 Basic Skills I	3
PT	505 Introduction to PT and Health Care Systems	1
PT	507 Health and Wellness	1
PT	509 Life Span Development	2
PT	510 Basic Skills II	3
PT	513 Patient/Client Management Orthopedic Physical Therapy I	5
PT	515 Integration Seminar I	1
PT	516 Integration Seminar II	1
PT	574 Clinical Field Work II	4
PT	603 Critical Thinking and Clinical Reasoning	2
PT	605 Neurologic and Cardiopulmonary Physical Therapy	5
PT	612 Community Health and Wellness Through the Life Span	2
PT	613 Patient/Client Management Orthopedic Physical Therapy II	5
PT	617 Rehabilitation Physical Therapy I	2
PT	618 Rehabilitation Physical Therapy II	2
PT	619 Fundamentals of Disabling Conditions in Pediatrics	4
PT	623 Integration Seminar III	1
PT	625 Integration Seminar IV	2
PT	626 Integration Seminar V	2
PT	674 Clinical Fieldwork III	3
PT	675 Clinical Fieldwork IV	3
HAS	613 Healthcare Administration and Management	3

RESEARCH COMPONENT: (choose either project or thesis option)

Project Option		Credits
GRA	601 Research Methodology and Design	3
PT	621 Project Seminar	2
PT	622 Project Advisement	2
GRA	602 Statistics Seminar, or	
PT	660 Teaching Practicum, or Special Topics in Rehabilitation and Health Care	1
Elective, Practicum or Directed Study		0-5

Thesis Option

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

PHYSICAL THERAPY COURSE DESCRIPTIONS

PT 500 Basic Skills I

(3 credits, seminar/lab includes 2 weeks of clinical fieldwork)

This course introduces the student to clinical skills essential for practice entry. In a laboratory/clinical setting, students receive instruction, practice and skill evaluation in the performance of patient mobilization activities (transfers, ambulation, wheelchair mobility, ROM exercise, etc.). Students will receive instruction in evaluation skills including manual assessment of muscle strength, joint mobility, vital signs, perceived exertion and functional examination including upper and lower quadrant screening. Related concepts include value clarification, professional communication (verbal and nonverbal), documentation and patient, family and community education as well as an analysis of long term and sub acute care settings as a part of the health care system. *Prerequisites: Competency in medical terminology, C.P.R. and OSHA training.*

PT 505 Introduction to PT and Health Care Systems (1 credit lecture)

This course introduces the student to knowledge essential for practice entry. Discussion topics include health care systems (dominant U.S. and world models), definition of the health care professional in general, and specifically the physical therapist (P.T.) including scope of P.T. practice, the APTA standards of practice, the practice guide, and code of ethics. Class discussions are generated from assigned readings and fieldwork experiences in PT 500: Basic Skills I. *Corequisite: PT 500.*

PT 507 Health and Wellness

(1 credit lecture, includes out of class activity)

This course provides an introduction to the concepts of health, health beliefs, goals of the World Health Organization and *Healthy People 2010*, analysis of personal health behaviors, and the role of physical therapists in promoting and planning for personal and community health programs, and population health initiatives with emphasis on fitness and nutrition (integrated lecture and lab).

PT 509 Life Span Development (2 credits, lecture/seminar)

Physical, cognitive, and psychosocial aspects of normal human development are presented as they relate to physical therapy practice. This course covers the period from conception to death with emphasis on the aging adult. *Prerequisites: PT 603 & PT 507.*

PT 510 Basic Skills II

(3 credits, seminar/lab includes two weeks of clinical field work)

This course builds on knowledge and skills acquired in Basic Skills I. Practice competencies include, but are not limited to the therapeutic use of physical agents, integumentary assessment (eg. wound care), pulmonary assessment and hygiene, massage, edema control and functional activity assessments. Demonstration of competency in basic skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective educational techniques. *Prerequisites: PT 500 & PT 603. Corequisite: PT 515.*

PT 513 Patient/Client Management Orthopedic Physical Therapy I (5 credits, lecture/seminar/lab)

This course provides the foundation for physical therapy examination and treatment of individuals' spinal dysfunction. Concepts include pathokinesiology of the spinal articulations, as well as muscle balance theory and application. Clinical skills development includes subjective examination, palpation techniques, screening tests for soft tissue and articular derangement disorders, neurologic testing, testing of active, passive and resisted movements of the spine, and related therapeutic intervention including exercise prescription, muscle energy techniques, prophylactic back and neck care, application of physical agents and manual techniques. At the conclusion of the course, the student will be able to critically analyze movements in individuals with spinal joint dysfunction. *Prerequisites: PT 500, PT 507 & PT 603 (cross-registered as PT 531).*

PT 515 Integration Seminar I (1 credits, electronic seminar)

This course has two goals: first, to prepare students for their first extended clinical experience and second to introduce students to a concept of clinical decision-making that is theory and scientific evidence based. Prepared case studies as well as actual cases encountered in fieldwork are framed using the *APTA Practice Guide*. Students have the opportunity to present original and group work for critical analysis by peers, the course instructor and invited clinical experts (seminar). *Corequisite: PT 574.*

PT 516 Integration Seminar II (1 credit, electronic seminar)

Electronic communications link clinical experts with student groups for discussion of case presentations relevant to concurrent clinical courses. *Co-requisites: PT 603, PT 510, PT 574. Corequisites: PT 605, 612, 613.*

PT 574 Clinical Field Work II (4 credits, supervised clinical practice)

This is the first senior-level clinical experience. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting and therapeutic intervention. The preferred setting is a general hospital or rehabilitation setting that provides a continuum of patient care. *Prerequisites: PT 500, PT 505, PT 507, PT 603, PT 509, PT 513 and permission of program faculty. Corequisite: PT 515.*

PT 603 Critical Thinking and Clinical Reasoning (2 credits, writing intensive)

This course prepares students to critically analyze and apply theory and scientific evidence to clinical practice. Using a clinical decision-making model, students synthesize related theory and published research to plan and present a rationale for case management. Students also develop skills in scientific writing through completion of written assignments that generate from fieldwork experiences in PT 500: Basic Skills. *Corequisite: PT 500.*

PT 605 Neurologic and Cardiopulmonary Physical Therapy (5 credits, lecture/lab/seminar)

This course provides the foundation for physical therapy examination and treatment of individuals with acute neurologic and cardiopulmonary disorders. Related pathologies include head injury, spinal cord injury, polyneuropathies, chronic progressive disorders, peripheral neuropathies, selected CNS and PNS disorders and cardiopulmonary disorders. Settings include ICU, CCU, acute general hospital, and transition to extended care. *Prerequisites: PT 500, PT 505, PT 507 PT 509 & PT 603.*

PT 612 Community Health and Wellness Through the Lifespan (2 credits, lecture/seminar)

This course addresses health and wellness concepts through the life span. Students are introduced to the role of a physical therapist as an educator, advocate and consultant. Content includes health beliefs, the impairment model (IDDM), self-efficacy model, cultural influences, considerations related to age and stage of life (focus on gerontology), and death and dying as part of the continuum of life passages (normal and acute grief, mourning, fears and concerns of the dying person, hospice, living wills and health advocate). Application of prevention and wellness strategies within the scope of physical therapy practice is explored. Clinical topics include fitness for life (individual fitness planning, work-based fitness programs, school-based fitness programs), screening programs (early intervention programs, scoliosis, blood pressure and pulse screening, athletics/preventing pediatric/adult athletic injuries), falls prevention, back school, ergonomics related to chronic use syndromes and work hardening programs, and marketing and administration of community programs. *Prerequisites: PT 603 & PT 507.*

PT 613 Orthopedic Physical Therapy II (5 credits, lecture/lab/seminar)

This course provides the foundation for physical therapy examination and treatment of individuals with musculoskeletal dysfunction related to the extremities. Concepts include pathokinesiology of the extremity articulations, as well as muscle balance theory and application. Clinical skills development includes subjective examination, palpation techniques, screening tests for soft tissue and articular derangement disorders, neurologic testing, testing of active, passive and resisted movements of the extremities, and related therapeutic intervention including exercise prescription, muscle energy techniques, application of physical agents and manual techniques. At the conclusion of the course, the student will be able to critically analyze movements in individuals with extremity musculoskeletal dysfunction. *Prerequisites: PT 513.*

PT 617 Rehabilitation Physical Therapy (2 credits, lecture/seminar/lab)

This course provides the foundation for physical therapy rehabilitation. Concepts include the role of the physical therapist as a clinician, an educator, advocate, and consultant, patient rights, team approach, access of community resources, reimbursement issues, referral, and delegation. Practice settings include short-term and long-term rehab, homecare, community programs, day care & respite care. Related pathologies include chronic cardiac and pulmonary disorders, peripheral vascular disease, diabetes, immune disorder and systemic diseases. *Prerequisites: PT 507, PT 603, & PT 510.*

PT 618 Rehabilitation Physical Therapy II (2 credits, lecture/seminar/lab)

This course builds on the concepts of physical therapy rehabilitation introduced in PT617. Concepts include the role of the physical therapist as a clinician, educator, advocate and consultant. Case management topics include rehabilitation clients with multiple medical, cognitive or social problems, amputations, long-term management of neurological disorders and use of orthotics and prosthetics. *Prerequisites: PT 617.*

PT 619 Fundamentals of Disabling Conditions in Pediatric Populations (4 credits, lecture/seminar/lab)

This course provides the foundation for physical therapy related to disabling conditions with emphasis on pediatric disorders. Concepts include family dynamics, school-based settings, advocacy, and consultation. Related dysfunctions include muscular dystrophy, mental health disorders, pediatric respiratory disorders, cerebral palsy, genetic disorders and malformations, pediatric cardiovascular disorders, spina bifida, pediatric hematologic & oncologic disorders, acquired chronic progressive diseases and acquired traumatic disorders. *Prerequisites: PT 603 & PT 510.*

PT 621 Project I (2 credits, seminar)

This course provides the framework and guidance for students to formulate a proposal for a viable research investigation or an applied project of equivalent scholarly rigor. Conducted in a seminar format, students work closely with the instructor/advisor to investigate, formulate and describe a research study or project. At the completion of this course, students will submit an approved proposal for graduate research or project. Project requirements include evidence of ability to manage a project, research and critically analyze scientific knowledge related to the project topic, disseminate information in written form and demonstrate advanced knowledge in a skill or area of content. *Prerequisite: PT 603.*

PT 622 Project II (2 credits, seminar)

Students work closely with the project advisor to complete a project proposal, which was approved in PT 621. Project completion is dependent on completion and formal presentation of the project product. *Prerequisite: PT 621 and permission of instructor.*

PT 623 Integration Seminar III (1 credit, electronic seminar)

Electronic communications link clinical experts with student groups for discussion of case presentations relevant to concurrent clinical courses. *Co-requisites: PT 617 & PT 619.*

PT 625 Integration Seminar IV (2 credits, electronic seminar)

Prior to Clinical Fieldwork III, students, guided by an electronic syllabus, work in small groups to prepare for summary evaluation of clinical competencies and comprehensive written exam. During Clinical Fieldwork III, electronic communications link clinical experts with student groups for discussion of case presentations relevant to their clinical experiences. *Co-requisite: PT 674.*

**PT 626 Integration Seminar V
(2 credits, electronic seminar/directed study/portfolio review)**

For the first two weeks of class, electronic communications link clinical experts with student groups for preparation and feedback on final case presentations. Following completion of Clinical Fieldwork IV, students prepare for practice entry by presenting a portfolio demonstrating completion of program graduation requirements to program faculty. (Portfolio contents include a sample of scientific writing, a quality assurance activity, a written case presentation suitable for professional publication, an instructional aid, a sample of patient advocacy, a professional correspondence, evidence of patient documentation, evidence of patient and family education, a sample of an informed consent or discharge sign-off document, a survey instrument, a detailed plan for establishing a PT service, evidence of a consultation activity, evidence of a professional political action, a continuing education presentation or a community education presentation, evidence of a significant service exam activity, record of competency checkouts and comprehensive exam, self-examination of strengths and learning needs, and a professional development plan.) *Co-requisite: PT 675.*

PT 660 Teaching Practicum (1 credit)

Observation, participation and practice in teaching related to the role of the physical therapist as an educator. Concepts include directed study in applied educational theory. *Prerequisite: permission of instructor.*

PT 674 Clinical Fieldwork III (3 credits)

Clinical experience allowing students to apply entry-level physical therapy skills in a selected practice setting under the supervision of a qualified clinician. *Prerequisites: PT 605, PT 613, PT 617, PT 619, PT 623; PT 574, and permission of program faculty. Co-requisite: PT 625.*

PT 675 Clinical Fieldwork IV (3 credits)

Continuation of PT 674: Clinical Fieldwork III. *Co-requisite: PT 626.*

ADVANCED CERTIFICATE PROGRAMS

GENERAL ADMISSION REQUIREMENTS TO ALL ADVANCED CERTIFICATE PROGRAMS:

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

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

ADDITIONS IN THE COMMUNITY CERTIFICATE PROGRAM

This certificate program, which is registered with the New York State Education Department, is designed to prepare health care professionals and educators to plan and implement programs for individuals across the lifespan including families, groups and communities experiencing the effects of alcoholism, substance abuse and other addictions.

ADMISSION

Candidates must have earned a baccalaureate degree in a health care discipline or education, or have completed at least the third year in a five-year master's degree program in a health care discipline.

REQUIRED COURSES

	Credits
GRA 623 Addictions in the Community I	3
GRA 624 Addictions in the Community II	3
GRA 625 Addictions in the Community III	3
Total.....	9

Addictions certificate course descriptions are listed on page 37 (NUR/GRA 623, NUR/GRA 624, NUR/GRA 625).

HOLISTIC NURSING CERTIFICATE PROGRAM

The intent of this graduate level certificate program is to provide an opportunity for professional nurses to positively respond to the changing health care environment, by adding specialized knowledge and skills to their scope of practice. Such skills will allow them to respond to the growing population of those in need of holistic nursing care and healing. The purpose of this curriculum is to expand an understanding of healing and the nurse as an instrument of healing, explore the unity and relatedness of nurses, clients and others and develop expertise in implementing caring-healing interventions to strengthen the whole person.

ADMISSION

Candidates must have earned a baccalaureate degree in nursing from an approved or accredited school of nursing.

REQUIRED COURSES	Credits
NUR 700 Holistic Nursing Practice I	3
NUR 701 Holistic Nursing Practice II	3
NUR 702 Holistic Nursing Practice III	3
Total.....	9

Holistic nursing certificate course descriptions are listed on page 36.

HOSPICE AND PALLIATIVE CARE CERTIFICATE PROGRAM

The intent of this graduate level certificate program is to provide an opportunity for nurses, social workers and related allied health care professionals such as occupational therapists, physical therapists, dietitians and physician assistants to positively respond to changing health care environments by adding specialized knowledge and skills to their scope of practice. Such skills would allow them to positively respond to the growing population of those in need of hospice and/or palliative care.

ADMISSION

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

REQUIRED COURSES	Credits
GRA 640 Hospice and Palliative Care I	3
GRA 641 Hospice and Palliative Care II	3
GRA 642 Hospice and Palliative Care III	3
Total.....	9

Hospice and palliative care certificate course descriptions are listed on page 46.

NURSING AND HEALTH-RELATED PROFESSIONS 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, 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

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

REQUIRED COURSES	Credits
GRA 606 Curriculum Development	3
GRA 607 Teaching Strategies	3
GRA 608 Teaching Practicum	3
Total.....	9

Nursing and health-related professions education certificate course descriptions are listed on page 42.

CLINICAL RESEARCH ASSOCIATE

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

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

REQUIRED COURSES	Credits
GRA 601 Research Methodology and Design	3
HSA 648 Financial Management in Health Care Organizations	3
HSA 653 Legal and Ethical Issues in Health Care Organizations	3
HSA 672 Practicum	3
SOC 600 Epidemiology	3
Total.....	15

HEALTH SERVICES ADMINISTRATION

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

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

REQUIRED COURSES

	Credits
HSA 615 Health Systems Organization and Management	3
HSA 616 Human Resource Management in Health Care Organizations	3
HSA 648 Financial Management in Health Care Organizations	3
HSA 653 Legal and Ethical Issues in Health Care Organizations	3
PSA 652 Political and Economic Issues in Health Care Administration	3
Total	15

LONG-TERM CARE ADMINISTRATION

This certificate program, which is registered with the New York State Education Department, will provide you 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

Candidates must have a minimum of a baccalaureate degree.

REQUIRED COURSES

	Credits
HSA 615 Health Systems Organization and Management	3
HSA 616 Human Resource Management in Health Care Organizations	3
HSA 648 Financial Management in Health Care Organizations	3
HSA 653 Legal and Ethical Issues in Health Care Organizations	3
GER 605 Aging in American Society	3
Total	15

Clinical research associate, health services administration, and long-term care administration course descriptions are listed on pages 29, 42-43.

PHYSICAL THERAPY CERTIFICATE PROGRAMS**ADVANCED ORTHOPAEDIC PHYSICAL THERAPY**

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 evaluation and treatment.

ADMISSION

Candidates must have earned an entry-level baccalaureate degree in physical therapy. Physical therapists and senior level physical therapy students who have demonstrated entry-level clinical knowledge of psychomotor skills in the area of orthopaedics may apply for admission to this certificate program.

REQUIRED COURSES (6 credits)

	Credits
PT 631 AdvancedOrthopaedics Spine *	2
PT 631S AdvancedOrthopaedics Spine Seminar	1
PT 632 AdvancedOrthopaedics Extremities*	2
PT 632S AdvancedOrthopaedics Extremities Seminar	1

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

CLINICALLY APPLIED PROGRAM ELECTIVES (2-4 credits)

PT 633 Neuromuscular Mobilization	1
PT 633S Neuromuscular Mobilization Seminar	1
PT 634 Spinal Manipulation	1
PT 634S Spinal Manipulation Seminar	1
PT 635 Exercise Strategies for Muscle Imbalances	1
PT 635S Exercise Strategies for Muscle Imbalances Seminar	1
PT 689 Special Topics Electives	1-4

PROGRAM RELATED ELECTIVES (0-2 credits)

Graduate level course in Education	1-2
Graduate level course in Health Care Administration, Management or Human Resources	1-2

TOTAL**10**

MANUAL PHYSICAL THERAPY

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

A minimum of one year experience as a physical therapist or currently practicing in an orthopaedic setting and licensure as a physical therapist are required for admission to this certificate program.

REQUIRED COURSES (6 credits)	Credits
PT 631 AdvancedOrthopaedics Spine*	2
PT 631S AdvancedOrthopaedics Spine Seminar	1
PT 632 AdvancedOrthopaedics Extremities*	2
PT 632S AdvancedOrthopaedics Extremities Seminar	1

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

REQUIRED CLINICALLY APPLIED PROGRAM COURSES (8-10 credits)

PT 633 Neuromuscular Mobilization	1
PT 633S Neuromuscular Mobilization Seminar	1
PT 634 Spinal Manipulation	1
PT 634S Spinal Manipulation Seminar	1
PT 635 Exercise Strategies for Muscle Imbalances	1
PT 635S Exercise Strategies for Muscle Imbalances Seminar	1
PT 689 Special Topics Electives *	2-4

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

PROGRAM RELATED ELECTIVES (0-2 credits)

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

CLINICAL RESIDENCY (2 credits)

PT 660 Clinical Residency	2
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COMPREHENSIVE EXAMINATION

Total.....18

**DESCRIPTION OF COURSE OFFERINGS
ADVANCED ORTHOPAEDIC PHYSICAL THERAPY & MANUAL
PHYSICAL THERAPY****CORE COURSES****PT 631 Advanced Orthopaedics Spine (2)**

This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the spine. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 632 Advanced Orthopaedics Extremities (2)

This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the extremities. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 631S Advanced Orthopaedic Spine Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to spinal mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentations. Students generate a case report suitable for publication. Corequisite: Advanced Orthopaedics Spine.

PT 632S Advanced Orthopaedics Extremities Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to extremity mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication. Corequisite: Advanced Orthopaedics Extremities.

CLINICALLY APPLIED PROGRAM ELECTIVES**PT 633 Neuromuscular Mobilization (1)**

This course presents evaluation and treatment strategies specific to neuromuscular mobilizations. Format includes lecture, demonstration, supervised lab practice and problem solving. Prerequisite: Advanced Orthopaedics Spine.

PT 633S Neuromuscular Mobilization Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to neuromuscular mobilization. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstrative video. Prerequisite: Advanced Orthopaedic Spine, Corequisite: Neuromuscular Mobilization.

PT 634 Spinal Manipulation (1)

This course presents evaluation and treatment strategies specific to spinal manipulation. Format includes lecture, demonstration, supervised lab practice and problem solving. Prerequisites: Advanced Orthopaedics Spine, Advanced Orthopaedics Spine Seminar, Advanced Orthopaedics Extremities, and Advanced Orthopaedic Extremities Seminar.

PT 634S Spinal Manipulation Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to spinal manipulation. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstration video. Prerequisite: Advanced Orthopaedics Spine, Advanced Orthopaedics Spine Seminar, Advanced Orthopaedics Extremities, and Advanced Orthopaedics Extremities Seminar. Corequisite: Spinal Manipulation.

PT 635 Exercise Strategies for Muscle Imbalances (1)

This course presents evaluation and treatment strategies specific to management of muscle imbalance disorders. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT 635S Exercise Strategies for Muscle Imbalances Seminar (1)

This clinical seminar integrates theory and clinical practice, and provides for demonstration and feedback of selected psychomotor skills related to extremity mobilizations. Course instructor directs topic-focused discussion and problem-solving sessions, and evaluates and provides feedback of psychomotor skills demonstrated via student video presentation. Students generate a case report suitable for publication and a demonstration video. Corequisite: Exercise Strategies for Muscle Imbalances.

PT 689 Special Topics Electives (1-3 credit program offerings)

Specialty topic courses available as offered which focus on a specialized area of study with content specific to the musculoskeletal area. Prerequisite: Permission of instructor.

PROGRAM-RELATED ELECTIVES**BIO 689 Special Topics in Gross Anatomy (variable credit)**

This course is a directed study in selected areas of gross anatomy with content specific to the musculoskeletal area. Educational format includes lecture and lab.

Graduate-Level Course in Education (1-2)

Student chose any graduate-level education course, which include major educational theories and philosophies that can be applied to the health care setting.

Graduate-Level Course in Health Care Administration, Management or Human Resources (1-2)

Students chose any graduate-level course, which addresses administration and management issues in relation to health care including an introduction to and practical application of the major concepts in health care management including resource utilization, legal/ethical issues, risk management, total quality management, and personnel supervision.

PT 660 Clinical Residency (2)

This course is a structured clinical experience, which allow the certificate student clinicians the opportunity to apply and master skills acquired during their course of study in a supervised clinical environment and through review of case studies via distance learning. Prerequisite: Matriculation into manual physical therapy certificate program and permission of instructor.

GRADUATE COURSE OFFERINGS INTERDISCIPLINARY COURSES (GRA)

600 Theory Development (3)

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

601 Research Methodology and Design (3)

This course reviews and critically analyzes components of research design, including collection of data. Emphasis is placed on the professional as producer and consumer of research. *Prerequisite: GRA 600. Applied Statistics or equivalent or Competency Test. Offered in the fall and spring semesters.*

602 Statistics Seminar (1)

This specialized course is designed to provide students with the intermediate level statistics information needed to enroll in GRA 601. It includes two hours of computer laboratory per week. *Prerequisite: graduate standing and previous statistics course. Offered in the fall and spring semesters.*

606 Curriculum Development (3)

This course is an overview of past and present curricular trends and development processes. Principles and techniques of curriculum design, development, implementation and evaluation in educational programs are explored.

607 Teaching Strategies (3)

This course is a synthesis of learning acquired in clinical, field experience, education and research courses. The art, principles and strategies of teaching in higher education programs are explored. Emphasis is placed on class and clinical/field learning experiences and evaluation of students, courses, and programs.

608 Teaching Practicum (3)

Students will observe, participate, and practice teaching. Nursing and related allied health professions students, i.e., occupational and physical therapy students are placed in appropriate discipline-specific college and or clinical laboratory teaching situations. Weekly seminars enable students to synthesize previous learning and discuss teaching strategies, clinical/field evaluation and problems associated with college teaching. Teaching practicum requires approximately 6-8 hours a week during the day (some limited evening placements) for 10 weeks. *Prerequisite: GRA 606, GRA 607. Offered in the fall and spring semesters.*

610 Thesis Seminar (3)

This course is a discussion of current research in the profession. Students will identify and delineate a research problem and develop a thesis proposal. *Prerequisites: GRA 601 and NUR 603 (nursing majors). Offered in the fall and spring semesters.*

617 Financial Management of Health Care Systems (1)

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

618 Effective Planning in Health Care Services (1)

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

619 Funding of Health Care Facilities (1)

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

620 Management Internship in Health Care (3)

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

621 Applied Research Methods (3)

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

622 Applied Research Project Seminar (2)

This course prepares the student to complete an applied research project. Current research is examined to identify appropriate areas of inquiry for students in a professional program. *Prerequisite: GRA 621. Offered in the spring semesters.*

629 Thesis Advisement (1-6)

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

630 Advanced Statistical Methods in Applied Research (3)

This course explores statistical design and data analysis in the areas of descriptive and inferential statistics. Students are expected to bring their own set of data to the course and learn the process of computerized data entry and data analysis using SPSS/PC+ or MINTAB for advanced statistical computing. Students analyze their own thesis data, produce advanced statistical results and write interpretations of their work. This course consists of two hours of lecture and two hours of lab.

Prerequisite: GRA 610. Offered in the spring semester.

640 Hospice and Palliative Care I (3)

The central focus of this course is on understanding the professional, ethical and legal scope of hospice and palliative care practice. Emphasis is focused on understanding the transdisciplinary team (TDT) approach. Care providers from the various helping disciplines of medicine, nursing, social work, occupational therapy, physical therapy, and spiritual, dietary and bereavement counseling, form caring relationships with the patient and family in developing, implementing and evaluating a holistic plan of care that addresses the patient and family's human-health needs. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum

641 Hospice and Palliative Care II (3)

The central focus of this course is on understanding end-stage disease process in adult patients, and related pain and symptom management at end-stage of life. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

642 Hospice and Palliative Care III (3)

The focus of this course is on understanding how the end-stage of life processes effect both patient and family and how to provide professional care at this unique time of need. Emphasis is placed on understanding how education and advocacy are used as approaches for therapeutic intervention in providing support for the family and dignity for the patient experiencing the dying process. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

GERONTOLOGY (GER)**605 Aging in American Society (3)**

This course covers the social implications of aging as well as the biological and psychological issues. Other topics covered are aging and interpersonal relationships, work and retirement, the economics of aging, sexuality in old age, and race/ethnicity. *Prerequisites: GRA 615 and GRA 616. Offered in the fall semester.*

PHILOSOPHY (PHI)**600 Philosophical Methods (3)**

This course examines the historical development of metaphysical and epistemological methods: existentialism, phenomenology, and analytic philosophy. *Prerequisite: graduate standing or permission of instructor. Offered in the fall and spring semesters.*

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 the spring semester.*

POLITICAL SCIENCE (PSC)**652 Politics and Economics of Health (3)**

This course examines the relation of government and economics to the health care systems from the perspective of regulations and financial provisions. It looks at national, state and local political struggles, and alternatives and policy issues such as cost containment and national health insurance. *Prerequisite: graduate standing. Offered in the fall and spring semesters.*

SOCIOLOGY (SOC)**600 Epidemiology (3)**

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

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