

DAEMEN COLLEGE

GRADUATE BULLETIN

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Introduction

For Information on Admission

Office of Admissions

(716) 839-8225

Toll free throughout the United States and Ontario 1-800-462-7652

For Information on Financial Aid

Office of Financial Aid

(716) 839-8254

For Transcript of Records

Office of the Registrar

(716) 839-8214, 839-8215

The information compiled in this catalog was prepared for the 2012-2013 academic year, but should not be regarded as a contract between the student and Daemen College. This Catalog contains information about the College's post baccalaureate graduate programs. Information on linked undergraduate and graduate programs in Accounting, Athletic Training, Physical Therapy, and Physician Assistant Studies are contained in the separately published undergraduate Catalog. The right is reserved to change any of the rules and regulations of the College at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, to alter course content, to change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the College.

Policy on Nondiscrimination

Daemen College subscribes to all state and federal regulations prohibiting discrimination on the basis of race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence. Daemen College's nondiscrimination policy complies with all current statutes and applies to admission, employment, and access to all programs, services, and other activities offered by the College. Inquiries regarding compliance with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act should be directed to the Daemen College Equal Opportunity and Affirmative Action Officer (the Associate Vice President for Academic Affairs) Duns Scotus Hall, Room 102; telephone: (716) 839-8301.

Student Right-to-Know and Campus Security Act

Any individual who is considering enrolling at Daemen College may secure a copy of the College's graduation rate and annual campus security report compiled in accordance with the Student Right-to-Know and Campus Security Act by contacting the College's Admissions and Student Affairs offices, respectively. The annual security report is also available online at <http://www.daemen.edu/offices/securityoffice/Documents/Daemen-Annual-Security-Report.pdf>; and enrollment statistics are at <http://www.daemen.edu/ADMISSIONS/ENROLLMENTSTATISTICS/Pages/default.aspx>.

Campus Crime Statistics

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics from Campus Security and the Amherst Police Department, as reported to the United States Department of Education. These statistics reflect changes to the Clery Act and are available at the United States Department of Education web site: <http://ope.ed.gov/security/>, and through the Daemen College Security Office at (716) 839-8246.

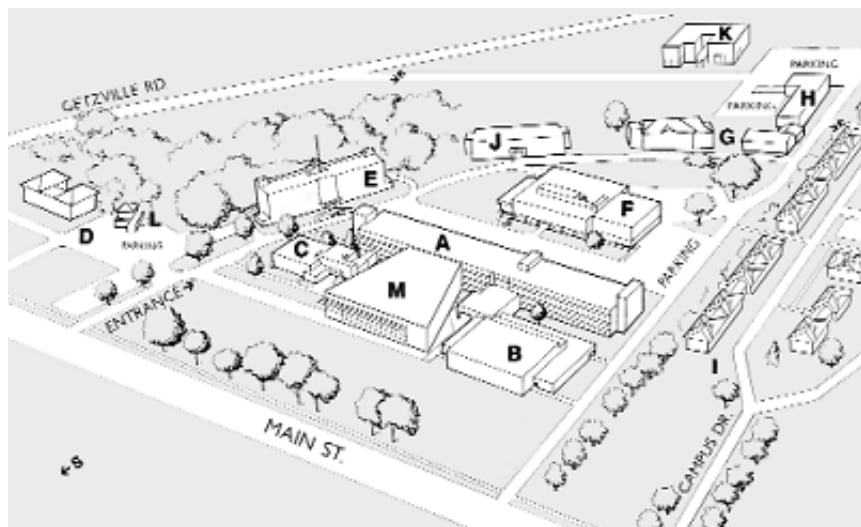
Procedures in Case of Major Emergency

In the event of a major emergency which disrupts normal campus operations, the College's crisis management plan will be followed if so directed by the President. Details of the crisis management plan may be found on the website at <http://www.daemen.edu/offices/securityoffice/crisismanagement/>, in the Student Handbook, or obtained upon request from the Office of Student Affairs, in Wick Campus Center. If a crisis is declared, information is disseminated via the College website, an emergency phone and email student notification system, information posters in key campus locations, and local television news channels.

General Information About Daemen

The Campus

Daemen College is located on a 35-acre campus in Amherst, New York. The suburban location enables students of the College to have ready access to metropolitan Buffalo while enjoying the charm of a beautifully landscaped campus. Daemen is easily accessible by major rail, plane, and motor routes which service the city of Buffalo. The College is less than five minutes from exit 50 of the New York State Thruway. The Greater Buffalo International Airport, serviced by most major airlines, is a fifteen-minute drive from the campus. Directions can be found at: <http://www.daemen.edu/about/visit/Pages/Maps.aspx>.



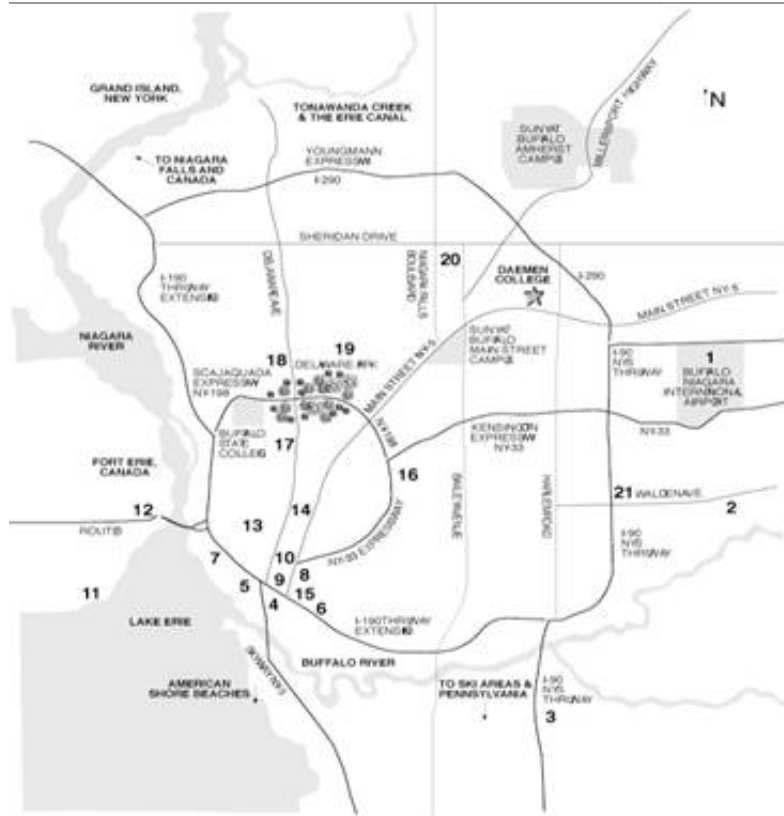
Buildings and Facilities

- A. **Duns Scotus Hall** houses administrative and faculty offices, classrooms, science laboratories, art studios, lounges, and the bookstore.
- B. **Athletic Facilities** include a basketball court, exercise and weight rooms, saunas, and an outdoor practice field.
- C. **Center for Visual and Performing Arts** features green technology and geothermal heating. The Center houses the Graphic Design Department, art studios, and interactive performing and lecture space. The exterior features a recessed outdoor sculpture garden and an outdoor classroom.
- D. **Patricia E. Curtis Hall** houses Physician Assistant, Psychology, and Social Work faculty offices.
- E. **Canavan Hall** is a dormitory-style residence hall with kitchenettes, lounges, and laundry facilities.
- F. **Charles J. Wick Campus Center** houses student life offices, lounges, a main dining room seating 650, and a social room/auditorium seating 500.
- G. **Rosary Hall** is the original College administrative and classroom building, currently restored to house Admissions, Alumni and External Relations offices.
- H. **MusicalFare Theatre** houses the theater and offices of MusicalFare Theatre Company and College classrooms.
- I. **Campus Village Apartments** comprise seven buildings with 96 apartment style units. Each apartment has four single bedrooms, two bathrooms, living room and kitchen. Lounges and laundry facilities are also available on each floor.
- J. **Schenck Hall** houses laboratory facilities, classrooms, and a 300-seat lecture hall.
- K. **Business Building** includes business faculty offices, classrooms, computer lab and student lounge.
- L. **The Thomas Reynolds Center for Special Education & After-School Programs** includes a conference room, observation room, and four classrooms, one of which is equipped with a smartboard.
- M. **The Research and Information Commons (RIC)** was built with innovative green technology and is LEED Gold-certified. The RIC houses a comprehensive library, Academic Support Services, Academic Computing Services, the Professional Educator Resource Center, RIC's Daily Grind cafe, small-group study rooms, and many state-of-the-art amenities to enhance the study experience.

Telephone: (716) 839-3600

Academic Information or academic department office	839-8301
Admissions	839-8225
Alumni	839-8212
Athletics	839-8346
Bookstore	839-8245
Business Office	839-8218
Calendar & Dates	839-8214
Catalog Requests	839-8225
Conferences & Special Events	839-8253
Financial Aid	839-8254
Fund Raising & Gifts	839-8212
Gallery	839-8241
Housing & Meal Plan	839-8200
Library	839-8243
MusicalFare Theatre	839-8540
Public Relations & Publicity	839-8472
Registration & Schedules	839-8214
Student Activities & Services	839-8332
Transcripts & Records	839-8214

The Buffalo Area: An Ideal Location



Key to Buffalo, New York

1. Buffalo Niagara International Airport
2. Amtrak Terminal
3. Ralph Wilson Stadium (NFL Football)
4. First Niagara Center (NHL Hockey)
5. Naval Park
6. Bus Terminal
7. Erie Basin Marina
8. Erie County Library

9. Buffalo Convention Center
10. Theatre District
11. Fort Erie
12. Peace Bridge to Canada
13. Kleinhans Music Hall
14. Allentown/Delaware Historic Area
15. Coca-Cola Field (Baseball)
16. Museum of Science
17. Albright-Knox Art Gallery
18. Historical Society Museum
19. Buffalo Zoo
20. Northtown Plaza
21. Walden Galleria



Approximate mileage from Greater Buffalo to the following:

Albany, NY	301 miles
Allentown, PA	334 miles
Atlantic City, NJ	443 miles
Baltimore, MD	368 miles
Binghamton, NY	211 miles
Boston, MA	471 miles
Burlington, VT	465 miles
Charleston, WV	446 miles
Chicago, IL	545 miles
Cincinnati, OH	440 miles
Cleveland, OH	191 miles
Detroit, MI	270 miles
Elmira, NY	148 miles
Erie, PA	96 miles
Harrisburg, PA	296 miles
Hartford, CT	407 miles
Indianapolis, IN	525 miles
Lake Placid, NY	395 miles
Long Island, NY	419 miles
Manchester, NH	457 miles
Montreal, Canada	394 miles
New York City, NY	371 miles
Philadelphia, PA	388 miles
Pittsburgh, PA	219 miles
Portland, ME	548 miles
Poughkeepsie, NY	359 miles
Providence, RI	475 miles
Richmond, VA	511 miles

Rochester, NY	75 miles
Scranton, PA	266 miles
Springfield, MA	384 miles
Syracuse, NY	156 miles
Toronto, Canada	100 miles
Utica, NY	199 miles
Washington, DC	405 miles
Wilmington, DE	418 miles

History and Identity

Daemen College is a private, nonsectarian, co-educational, comprehensive college in Amherst, New York. Its attractive suburban location offers convenient access to the cultural amenities of metropolitan Buffalo and the scenic outdoor recreation areas of Western New York, the Niagara Frontier, and the Great Lakes. In addition, the College is near Canada, with cosmopolitan Toronto in easy driving distance.

The College was established in 1947 as Rosary Hill College by the Sisters of St. Francis of Penance and Christian Charity, whose foundress was Magdalene Daemen, a Dutch woman dedicated to working with the poor. Her faith and courage have inspired many to give themselves to the service of others. The College has been accredited by the Middle States Commission on Higher Education since 1956. Institutional accreditation was last reaffirmed in 2011. Originally a liberal arts college for women, the College became co-educational in 1971, extending its commitment to academic excellence to the education of both men and women. In 1976, the College became independent and nonsectarian, changing its name to Daemen College. In 1992, New York State amended the college's charter, authorizing the award of graduate level degrees as well as baccalaureate degrees.

Committed to an academic atmosphere that leads to open inquiry and debate, Daemen has achieved a creative balance between programs providing career preparation and education in the liberal arts. Programs in the major and the competency-based core curriculum encourage students to expand their horizons beyond the classroom through internships, service learning, clinical and field experiences, collaborative research with faculty, and study abroad. The Core Curriculum is designed to develop students' skills and competencies in seven areas that will benefit them personally and professionally throughout their lives.

Mission Statement

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities.

With a Daemen education, students will acquire the skill to solve problems creatively and think critically. They will be comfortable with diversity and will recognize the importance of a global perspective. They will be able to work with others and be invigorated by environments that present challenges and demand innovation. Daemen students are expected to be active participants in their own education and informed citizens who understand that learning is a life-long journey.

At the heart of Daemen's integrated learning experience is the relationship that can develop between the College's faculty and its students. Daemen prides itself on maintaining a student-centered atmosphere and a close professional and collaborative association among all members of the College community. Assisted by a supportive faculty, Daemen students are encouraged to pursue goals beyond their initial expectations, to respond to academic challenges, and to develop habits of mind that enrich their lives and their community.

Mission Statement of the Graduate Program

Grounded in Daemen College's mission to prepare students for life and leadership in an increasingly complex world, the College's Graduate Program enables development of the expertise required for leadership in the student's chosen profession and in the community. The Graduate Program emphasizes a dynamic teaching and learning environment, research, and civic responsibility, preparing graduates capable of contributing at an advanced level to the health and well being of both their local and global communities.

Admissions

Admissions Policy

Admission to the College is based on academic potential without regard to race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence. (Please see “Institutional Policies” for the College policy on accommodation of students with disabilities.) Persons who desire application materials or wish to arrange for an interview and a tour should contact the Associate Director of Graduate Admissions, Office of Admissions, Daemen College, 4380 Main Street, Amherst, New York 14226. Telephone: (716) 839-8225.

Criteria for Graduate Student Admission

Applicants for admission must meet the following requirements:

1. All requirements specific to the student’s intended program of study (see departmental sections of this catalog for details).
2. Possession of a bachelor’s degree from an accredited college or university, or an equivalent degree from a foreign university or college. (For details on the accelerated R.N. to M.S. program, see the Nursing Department section of this catalog.)
3. Letters of recommendation, as specified by the intended program of study, preferably including one from the last school attended.
4. A written statement describing educational objectives and areas of personal interest, and/or a resume summarizing professional activities and continuing education, as specified by the intended program of study.
5. An on-site or telephone interview with the graduate program director/department chair, if required by the intended program of study.

International Students

International students for whom English is a non-native language must submit a TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) score.

Students who receive a score lower than the minimum requirement will be required to enroll in an Intensive English Program.

Daemen College will offer conditional admission to students who successfully complete level 112 at an ELS Language Center or to students who plan on writing the TOEFL or IELTS exam after completion of an IEP program.

During international orientation, the Global Programs Office will issue an English Placement Exam to all students in order to determine their English proficiency and if ESL courses will be assigned.

Students who achieve the minimum requirement of a 79 or higher on the TOEFL or a 6.5 on the IELTS will enroll in academic course work.

TOEFL and IELTS Minimum Requirement to enroll in Daemen's ESL Bridge Program: Students who submit a TOEFL score with the range of 63 to 69 or an IELTS range of 5.5 to 6.0 will enroll in the Daemen College ESL Bridge program.

Application Procedure for Degree-Seeking Graduate Students (including Applicants to Advanced Certificate Programs)

1. [Graduate application materials](#) may be obtained from the Office of Admissions, Daemen College.
2. Completed applications for admission should be returned to the Office of Admissions. Applications will be accepted on a rolling basis (Direct Entry Doctor of Physical Therapy Program – February 1 deadline.)
3. To be complete the application must include all of the following:
 1. Application for Admission form.
 2. Nonrefundable application fee of \$25.00. (The fee is waived for online applications or Daemen College graduates.)
 3. Copy of current certification or professional licensure if applicable (consult departmental policies).
 4. Students should request an official copy of transcripts of all college-level academic work, regardless of whether or not a degree was earned. (In the case of Daemen College graduates, a transcript will automatically be furnished at no charge to the Admissions office.)
 5. Official transcripts of graduate courses completed at other institutions should be submitted at the time of

application, and will be evaluated for acceptability as transfer credit within the first semester by departmental faculty:

1. Up to forty percent (40%) of Daemen graduate credits may be satisfied by transferring credits from another graduate program. Grades (and quality points) are not recorded for transferred credits. Any Credit for Learning from Life Experience (CLLE) or credit earned through Challenge Examination would be considered transfer credit for this purpose. Ordinarily, no more than eight graduate credits may be earned through challenge or CLLE.
2. Transfer courses must have been taken within the previous seven years.
3. No transfer credit will be awarded for a course in which a grade lower than B was received.
4. Students who believe that their requests for transfer credit have been inappropriately denied may appeal to the Graduate Committee on Academic Standards.
6. Any additional materials as required by program of study, such as letters of recommendation, personal statement, resume, standardized test scores.
4. The Application for Admission will be reviewed for completeness by the Admissions Office. The student will be notified in writing if the application is incomplete. It is the responsibility of the applicant to assure that the application is complete.

Application for Non-Degree Status

Students wishing to enroll in a graduate class without matriculating in a graduate degree or certificate program may do so on a space-available basis with written consent of both the course instructor and the graduate program director. Non-matriculated students must fill out a Graduate Application and Registration Form, Non-Degree Status, available in departmental offices. Ordinarily, non-matriculated students may take a maximum of nine graduate credits at Daemen. To continue taking graduate courses, the student must apply for admission as a degree or certificate candidate and be accepted into the graduate program. Any exceptions to this policy are made by the Graduate Committee on Academic Standards.

Admission of Degree-Seeking Students to Graduate Study (including Advanced Certificate Programs)

1. The completed Application for Admission is reviewed by the graduate admissions coordinator and graduate program faculty, with the director of the program notifying the student in writing of the admission decision.
2. The acceptance letter will be accompanied by a packet of materials which should be read carefully.
 1. The Graduate Tuition Deposit Agreement reserves the student a seat in a subsequent semester. Tuition deposits will be accepted on a first-come, first-served basis and are not refundable.

TUITION DEPOSIT

Full-time students: tuition deposit \$500.00

Part-time students: tuition deposit \$250.00

Please note: As soon as the student remits the tuition deposit, he or she should contact the office of his/her graduate program to make an appointment to register for classes. Registration is carried out by individual appointment in the departmental office. At the time of registration, the student will be assigned an advisor.

2. The Health Form should be filled out and returned to the Health Services Office as soon as possible, since registration cannot be completed until this is done. All students taking four or more credits, whether full-time or part-time, must file the Daemen College Health Services Form prior to registering for classes. Failure to return the Health Form will result in delay of completing registration. If applicable, the student must also meet any health-related requirements specific to his/her graduate program.

Financial Aid

Information on eligibility for and availability of Financial Aid can be obtained from the Financial Aid Office (716-839-8254). Students may also consult the undergraduate College Catalog. In general, to be considered for financial aid, the student must be admitted to a graduate program and register for at least five credit hours. Any student wishing to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA). Details and the FAFSA can be obtained by contacting the Daemen College Financial Aid Office.

Students are advised to check with their employers regarding the availability of tuition reimbursement for graduate coursework.

Alcohol and Drug Policy

The unlawful possession, use or distribution of alcohol and illegal drugs by students and employees on college property or while engaged in College activities off the College campus is prohibited. A complete description of the College's Drug and Alcohol Abuse Policy, pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, is published in the Daemen College Student Handbook.

Financial Information

Tuition & Fees

Graduate

Tuition (per credit hour): \$ 860

Audited Graduate Course (per credit hour): \$ 430

Special Fees

- Application Fee Payable with Application: \$ 25
- Tuition Deposit, applicable to first semester's tuition (non-refundable): \$ 100
- Transcript Fee: \$ 3
- Late Payment Fee: \$ 100
- Returned Check Charges (NSF): \$ 15
- Room Reservation Deposit (if resident student): \$ 200
- Challenge Examination Fee: \$ 100 plus Tuition (per credit hour) \$ 30
- Credit for Learning from Life Experience (CLLE) Assessment Fee: \$ 100 plus Tuition (per credit hour) \$ 30

Students wishing to reside on campus should consult the Daemen College (undergraduate) Catalog or the Office of Residence Life for residence life information, including costs and refund policies.

Financial Agreements

The College reserves the right to change its schedule of tuition, residence and board, and special fees when it is deemed advisable. The College will not be responsible for the loss of money or other valuables. Personal property is the student's own responsibility. It is recommended that students residing in campus housing contact their personal or family insurance carrier to review coverage. Any damage to College property will be charged to the student.

Payments

Students are expected to make payment arrangements with the Office of Student Accounts (Duns Scotus Hall, Room 112) by the first day of classes each semester for the amount of the semester charges less any financial aid and/or bank loans. A \$100 late payment fee will be assessed if arrangements are made after this date. If financial aid and/or bank loans are pending by the first day of classes, students must sign a promissory note in the Office of Student Accounts in order to complete the registration process and be admitted to classes. Registrations will be cancelled for any student who does not make satisfactory payment arrangements. Tuition bills are mailed to students if they register at least seven (7) days before the start of a semester. Students who register after that date or make changes to their original registration should call or come to the Office of Student Accounts for their bill. Checks should be made payable to Daemen College and mailed to the Office of Student Accounts, Duns Scotus Hall, Room 112, 4380 Main Street, Amherst, New York 14226.

Other payment options are available such as payment by Visa, MasterCard, Discover Card, American Express or the Daemen College Promissory Note. Please call (716) 839-8213 for additional information. All financial obligations must be settled in full before any claim is made for a degree, semester grade reports, or transcripts. Students will be charged for collection agency fees and reasonable attorney's fees incurred in enforcing collection of any and all outstanding amounts owed to the College.

Withdrawals and Refunds

The College views registration as the student's official statement of intent to enroll in a subsequent semester. Therefore, once registered, the student is financially obligated for the payment of all applicable tuition and fees unless a Notice of Intent to Withdraw form is filed in the Office of Academic Advisement, Room 108, Research and Information Commons. The date of withdrawal will in every case be considered to be the date on which a Notice of Intent to Withdraw form has been filed. Should a student fail to follow the withdrawal procedure outlined above, no refund will be made. The tuition refund policy for all students will be as follows:

Prior to and within first week of classes 100%
Within the second week 80%
Within the third week 60%

Within the fourth week 40%
Within the fifth week 20%
After the fifth week No Refund

If a student's enrollment is canceled because of an error on the part of the College, full tuition and fees will be refunded. The refunds will be sent to the student within thirty days of filing a properly completed Notice of Intent to Withdraw form.

Credit for Financial Aid

It is the student's responsibility to complete all arrangements for any financial aid which he or she may be eligible to receive. Credit toward college bills for financial aid awards will be given when the payment or award notice, approved by the appropriate agency, is received by the Office of Student Accounts, Room 112, Duns Scotus Hall. The student must resolve any financial aid and college bill discrepancies through consultation with the Financial Aid Office and the Office of Student Accounts.

Financial Aid

General Information

Daemen College offers students many types of financial assistance in the form of scholarships, grants, and loans. In most cases graduate students are only eligible for Federal Loans. Daemen College participates in the federal Title IV programs and complies with the regulatory requirements as mandated by the Higher Education Opportunity Act - 2008 (HEOA). The following is a breakdown of the types of assistance and the means by which a student may apply. It is important to note that students interested in Daemen College should not hesitate because of financial circumstances. DAEMEN COLLEGE IS AFFORDABLE.

Students applying for financial aid must submit the following forms that are used to establish eligibility and financial need.

Free Application for Federal Student Aid (FAFSA)

This is available from the Daemen Financial Aid Office, or any high school guidance office. Students are also able to apply over the internet at www.fafsa.ed.gov. After completing the FAFSA, the student returns it directly to the U.S. Department of Education in the envelope provided, designating Daemen College as a recipient. The Daemen College Title IV institution code number is 002808.

Verification of Income

All students who receive federal, state, or institutional aid and have been selected for verification must submit to the Financial Aid Office verification of their family income. Students can use the IRS Data Retrieval Tool in FAFSA on the web to retrieve and transfer IRS income information into the student's FAFSA or request the IRS Tax transcript at www.irs.gov. Students who receive a request for additional information should respond promptly as it is the policy of the Financial Aid Office not to disburse aid until the student's FAFSA has been verified.

When to Apply for Financial Aid

The Free Application For Federal Student Aid (FAFSA) and Express TAP Application should be submitted as soon as possible after January 1st.

Suggested filing deadlines for:

Fall Semester	February 15
Spring Semester	November 1

Allow at least six weeks for processing the application.

TO BE CONSIDERED FOR FINANCIAL AID, STUDENTS MUST RE-APPLY EACH YEAR AND CONTINUE TO SHOW FINANCIAL NEED AND SATISFACTORY ACADEMIC PROGRESS.

Notification of Financial Aid Awards

After the student has been accepted for admission, and the Free Application for Federal Student Aid (FAFSA) is reviewed, notifications of award packages will be sent to students who qualify. They are asked to accept or decline the award within two weeks of notification.

Federal Student Financial Aid Penalties for Drug Law Violations

Students who are currently enrolled and are completing the FAFSA will be asked: "Have you been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid?" Students who answer "Yes" will be asked an additional series of questions to determine if the conviction affects their eligibility for federal student aid.

Students convicted of a federal or state offense of selling or possessing illegal drugs that occurred while they were receiving federal student aid should still complete and submit the FAFSA to determine if there is aid for which they are still eligible. Students who leave question 23 blank cannot receive federal financial aid until they respond by making a correction to their FAFSA.

A student who has been convicted of possession or sale of illegal drugs loses Title IV eligibility for a period of time specified in law. The period of ineligibility depends on whether the conviction was for possession or sale of (including conspiring to sell) illegal drugs.

For convictions involving possession, the periods of ineligibility are as follows:

1. One conviction: one year after the date of conviction.
2. Two convictions: two years after the date of the second conviction.
3. Three or more convictions: indefinite from the date of the third conviction

For convictions involving sale, the periods of ineligibility are as follows:

1. One conviction: two years after the date of conviction.
2. Two or more convictions: indefinite from the date of the second conviction.
3. A federal or state drug conviction can disqualify a student for federal financial aid.

Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Title IV aid—they do not count if the offense was not during such a period. Also, a conviction that was reversed, set aside, or removed from the student’s record does not count, nor does one received when the student was a juvenile, unless the student was tried as an adult.

Regaining Eligibility

A student regains eligibility the day after the period of ineligibility ends or when the student successfully completes a qualified drug rehabilitation program. Further drug convictions will make the student ineligible again.

A student whose Title IV eligibility has been suspended indefinitely may regain eligibility only by successfully completing a drug rehabilitation program. A student who is under a one- or two-year penalty may regain eligibility before the expiration of the period of ineligibility by successfully completing a drug rehabilitation program. If the student successfully completes an approved drug rehabilitation program, eligibility is regained on the date the student successfully completes the program. It is the student’s responsibility to certify to the school that he/ she has successfully completed the rehabilitation program.

To qualify the student for eligibility, the drug rehabilitation program must include at least two unannounced drug tests, and:

- have received or be qualified to receive funds directly or indirectly under a Federal, State, or local government program; or
- be administered or recognized by a Federal, State, or local government agency or court; or
- have received or be qualified to receive payment directly or indirectly from a Federally- or State-licensed insurance company; or
- be administered or recognized by a Federally- or State-licensed hospital, health clinic or medical doctor.

Financial Need Assessment

The vast majority of all financial aid programs from all sources are based on financial need. The amount of aid a student receives is determined by the student’s budget for anticipated expenses minus the expected contribution from the student or his/her family.

Student’s Budget

(determined by Financial Aid Office)

— Expected Family Contribution

(determined by FAFSA data)

= Financial Need

Student Contributions

The Financial Aid Office uses income and net worth to estimate how much students can afford to pay toward a college education. The financial contribution that is to be made by a student is determined by applying conventional estimating formulas that take into account the student's financial situation according to his/her FAFSA data.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR DETERMINING ELIGIBILITY FOR GRADUATE FEDERAL STUDENT AID

A student must make satisfactory academic progress at the end of each term to be eligible for federal financial aid. Graduate students must have a cumulative grade point average of 3.0 after three terms of study. Students must also successfully complete at least two-thirds of the credits attempted at Daemen College each semester (known as completion rate). The following designations are considered to be attempted but are not considered to be successfully completed: I, W, UW, F.

Students must also complete their degrees within 150 percent of the published program length as measured in credit hours or they forfeit federal aid eligibility. For example, if the published length of a program is 30 credit hours, the maximum period must not exceed 45 (30 x 1.5) attempted credit hours. There is no waiver of the maximum time frame allowed for any reason.

Right To Appeal

In the event a student is denied financial aid due to failure to maintain satisfactory academic progress, the student has the right to appeal by providing a personal statement together with any relevant documentation supporting the student's appeal. The Financial Aid Office will provide full information and counseling to students wishing to appeal to request reinstatement of aid.

Description of Financial Aid Programs

Institutional Aid (Financial Aid awarded by the Daemen College Financial Aid Office)

FEDERAL PROGRAMS

Direct Unsubsidized Federal Stafford Loan for Independent Graduate Students

Application Procedures:

All loans signed after October 17, 1986 are based on need after family contribution is established; therefore, students must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov and receive a financial aid award letter in order to be eligible for Stafford Loans. To apply for a Stafford loan, students must also complete Direct Loan Entrance Counseling and a Direct Loan Master Promissory Note (MPN) at <https://studentloans.gov>. The Financial Aid office will originate the Stafford Loan for the amount indicated on the award notice, unless the student declines or modifies the loan amount.

A Master Promissory Note is completed once by the student and is used to borrow additional loans for subsequent periods of enrollment.

The MPN is good up to ten years from the date of the student's signature. Each academic year the student will be notified of his/her loan eligibility on the financial aid award notice. The student's loan will be originated for the amount listed on the award notice, unless the student indicates otherwise by signing and returning the award letter.

Selection of Recipients and Allocation of Awards:

To be eligible for an Unsubsidized Federal Stafford Loan a student must:

1. be a graduate student;
2. be a U.S. citizen or permanent resident alien;
3. be enrolled in or accepted for enrollment in a degree or certificate program;
4. study at least half-time (5 credits).

Loan Schedule:

A graduate student who is enrolled in at least 5 credits at a participating school is eligible for the following loan amounts:

1. \$20,500 - graduate year maximum eligibility.
2. \$138,500 - aggregate amount for graduate study.

Effective for loans disbursed on or after July 1, 2012, the interest rate is fixed at 6.8%. Effective July 1, 2012, all loans approved for academic periods beginning on or after July 1 will be charged a 1.0% origination fee. This fee will be deducted from the student loan upon disbursement.

Rights and Responsibilities of Recipients:

Repayment of the principal begins six months after the borrower ceases to be at least a half-time student. Repayment in whole or in part may be made at any time without penalty. All borrowers must complete loan exit counseling at www.nslds.ed.gov upon graduation or withdrawal from the College. Contact the Financial Aid office about this requirement.

Methods and Frequency of Disbursements:

First-time borrowers must complete loan entrance counseling before loan funds can be disbursed.

Direct Stafford Loan proceeds are credited to a student's bill after the disbursement has been received by the Office of Student Accounts.

Direct Graduate (PLUS) Loan

Application Procedures:

Graduate students are able to apply for Graduate PLUS loans at www.studentloans.gov. Upon credit approval of the Graduate PLUS loan application, the Daemen Financial Aid Office originates the loan. Borrowers must complete their Master Promissory Note and Loan Entrance Counseling at www.studentloans.gov.

Loan Schedule:

Graduate students who do not have adverse credit history may borrow up to the cost of attendance minus any estimated financial assistance the student has been or will be awarded during the period of enrollment. Effective July 1, 2012 the interest rate for the Direct Graduate PLUS loan is currently fixed at 7.9%. Effective July 1, 2012 all loans approved for academic periods beginning on or after July 1 will be charged a 4% origination fee. This fee will be deducted from the Graduate PLUS loan upon disbursement.

Rights and Responsibilities of Recipients:

The maximum repayment period will be 10 years from the date of the promissory note. The minimum repayment period is normally five years, but shorter repayment periods can be arranged. In addition, applicants are required to complete FAFSA and they must have applied for their annual loan maximum eligibility under the Direct Stafford Loan program before applying for a Direct Graduate PLUS loan. This program takes effect for loans certified on or after July 1, 2006.

TEACH Grant Program

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

Additional information regarding the TEACH grant can be found at www.teachgrant.ed.gov

Undergraduate study: maximum of \$4,000 per year for the first baccalaureate to a maximum of \$16,000.

Graduate study: maximum of \$4,000 per year for a master's degree to a maximum of \$8,000.

Conditions

In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

Student Eligibility Requirements

To receive a TEACH Grant you must meet the following criteria:

- Complete the Free Application for Federal Student Aid (FAFSASM), although you do not have to demonstrate financial need.
- Be a U.S. citizen or eligible non-citizen.
- Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program.
- Be enrolled in course work that is necessary to begin a career in teaching or plan to complete such course work. Such course work may include subject area courses (e.g., math courses for a student who intends to be a math teacher).
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25).
- Sign a TEACH Grant Agreement to Serve (ATS) and complete TEACH Grant Initial and Subsequent counseling at www.teach-ats.ed.gov.

High-Need Field

High-need fields are the specific areas identified below:

- Bilingual Education and English Language Acquisition.
- Foreign Language.
- Mathematics.

- Reading Specialist.
- Science.
- Special Education.
- Other identified teacher shortage areas as of the time you begin teaching in that field. These are teacher subject shortage areas (not geographic areas) that are listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing. To access the listing, please go to <http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>.

As of July 1, 2010, a recipient of an initial TEACH Grant who has received an academic degree, or expertise, in a field that was, at the time the recipient signed the TEACH Grant Agreement to Serve, designated as high-need, but no longer has that designation, can fulfill the service obligation associated with the TEACH Grant by teaching in that high-need field.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. To access the Directory, please go to <https://www.teli.ed.gov/CBSWebApp/teli/TCLIPubSchoolSearch.jsp>.

TEACH Grant Agreement to Serve

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve that is available electronically at www.teach-ats.ed.gov. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed. Specifically, the TEACH Grant Agreement to Serve will require the following:

- For each TEACH Grant-eligible program for which you received TEACH Grant funds, you must serve as a full-time teacher for a total of at least four academic years within eight calendar years after you completed or withdrew from the academic program for which you received the TEACH Grant.
- You must perform the teaching service as a highly-qualified teacher at a low-income school. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals With Disabilities Education Act.
- Your teaching service must be in a high-need field.
- You must comply with any other requirements that the Department of Education determines to be necessary.
- If you do not complete the required teaching service obligation, TEACH Grant funds you received will be converted to a Federal Direct Unsubsidized Stafford Loan that you must repay, with interest charged from the date of each TEACH Grant disbursement.

RETURN OF TITLE IV FUNDS DUE TO WITHDRAWAL FROM SCHOOL

In accordance with the Higher Education Opportunity Act - 2008 (HEOA), the amount of Title IV Program Funds earned is based on the amount of time spent in academic attendance for each enrollment period. Up through the 60% point in each enrollment period, a prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of Title IV funds. Earned Title IV funds are distributed in the following order: Perkins Loan, Unsubsidized Stafford Loan and PLUS Loan.

Veterans Administration (VA) Educational Benefits

Once applied and accepted at Daemen, veterans and other persons eligible to study using GI Bill educational benefits will receive personalized information from Daemen's Financial Aid Office providing total program costs, student debt estimates, and other federal financial aid options. If you have already received notification of your GI Bill award and have made your decision to attend Daemen, you must present the award letter or Notice of Basic Eligibility (NOBE) to Certification Officers located in the Registrar's Office. Generally, a brief meeting is required prior to certification.

If you are eligible but have not yet applied to use your benefits, you may do so by visiting www.gibill.va.gov and completing a VONAPP application for the chapter of the GI Bill in which you have eligibility. It is recommended that this application be submitted online to the Veterans Administration (VA) well in advance of registration in the event of VA backlog or processing issues which may arise.

Once enrolled and certified as a Daemen student, should you have to suspend your study due to service requirements, you may withdraw from courses with no financial liability. Depending upon the duration of service required, other options may be available to students who feel they have significant investment in the semester and who do not wish to withdraw from a semester entirely. In each case, you must notify Certification Officers in the Registrar's Office of your impending service requirement, and to discuss financial options available to you. Regardless of the financial option chosen as a result of the service requirement, all service

members may return to their academic program upon completion of service requirements.

Consolidation Loan Program

Student borrowers who are in repayment or in their grace period are eligible for loan consolidation. A consolidation loan is designed to help student borrowers consolidate several types of federal student loans with various repayment schedules into one loan. With a consolidation loan, only one payment a month is made. Any consolidation loan made will be counted against a borrower's limitations for aggregate indebtedness under the Student Loan Program. Additional information regarding loan consolidation can be found at www.loanconsolidation.ed.gov.

Other Financial Aid Sources

Many other governmental agencies, private foundations, professional associations, and commercial firms offer scholarships, loans, and other forms of financial aid to qualified and deserving students. Daemen College's Financial Aid Office can help you locate and apply for these additional sources of financial aid.

Student Services

Bookstore

The Daemen College Bookstore (Follett #134), located on the ground floor of Duns Scotus Hall, carries all required and optional textbooks (new and used), as well as study and exam guides. Many textbooks are available for rent as well as purchase (please see store for details). The Bookstore also carries school supplies, trade books, greeting cards, art supplies, Daemen College clothing and gifts. Research and supplementary texts can be special ordered. Change and stamps are available at the checkout. The bookstore accepts cash, personal check with proper ID, MasterCard, Visa, Discover and American Express. We also make arrangements with the office of Student Accounts to set up “book credit” accounts for students who wish to use their financial aid for the purchase of textbooks and supplies. Visit the bookstore on the Internet at www.daemen.bkstr.com or from the Daemen home page under “Student Services.” Bookstore hours during the fall and spring semesters are:

Monday – Friday 8 a.m. – 4:30 p.m.

Saturday As needed

Additional hours are scheduled at the beginning of each term. (Hours are subject to change.)

Career Services

The Career Services staff are available to assist graduate students and alumni in evaluating their interests and needs as part of the process of changing or advancing their careers. Appointments can be made at times other than regularly scheduled office hours. Assistance is provided with honing job-search skills, resume writing, individual counseling, career interest assessments, and connecting with professionals through various opportunities to network with alumni and employers. Extensive resources are available for all students and alumni through College Central Network (CCN), to access job openings, employer information, career advice documents and podcasts. CCN also provides introductions to alumni and Daemen supporters willing to discuss career path and industry specifics. Please visit our website: www.daemen.edu/career.

Classroom Technology Services

The Classroom Technology Services Department provides the College community with classroom technology support and instructional equipment such as computers and video projectors, document cameras, digital video cameras, sound reinforcement and many other types of digital and analog equipment. Students and organizations may request the use of equipment through email at: cts@daemen.edu or by phone: 839-8240. Student identification cards are also made in the Classroom Technology Services department.

Computing Services

Computing is an integral part of a Daemen education. All faculty and students have email accounts, protected network storage and high-speed network access available from their offices and residence hall rooms. Many courses mix web resources, on-line discussion groups and other electronic resources with traditional lectures and in-class discussions for a rich and varied learning environment.

While there is no requirement for students to buy computing equipment, over 90% of our students have their own computers, and most students have laptops. Those who choose to use equipment in one of the public computing labs have access to a wide variety of resources available free of charge. Located in the Research and Information Commons and the Business and Commerce building, these labs contain Dell computers configured with high-speed Internet access and productivity software. Software is updated regularly, and hardware is replaced every three years. During the fall and spring semesters, these labs are open 117 hours each week.

Academic Computing Services provides support for instructional, research and communication needs of the college community. An Ethernet network provides 100 or 1000-megabit service directly to all offices, classrooms, labs, and residence halls to give students, faculty and staff access to local network services such as file servers, the web and email. External access to the Internet is provided via a 400MB link and an Internet 2 connection. Students living on-campus can access this high-speed network free of charge. Faculty and students living off-campus can access our network resources including web servers and email remotely.

Academic Computing Services supports a standard suite of software for email, web browsing, word processing, web development, virus protection and other standard needs. Daemen College has entered into licensing agreements with Adobe, Microsoft, SPSS, Symantec and others to provide our students, faculty, and staff with access to the most widely used productivity software. Faculty may use dedicated computer classrooms for hands-on computer instruction, or use cart-based wireless laptops to turn any conventional classroom into a computer lab. Projection equipment also facilitates computer aided instruction and demonstrations. In addition, faculty may make computer resources available outside of the classroom on the web via Blackboard, a course management program.

The Research and Information Commons offers on-line bibliographic searching. College administrative functions are computerized and integrated by means of a Datatel student information system.

Counseling Services

Professional counselors retained by the College are available for regularly scheduled hours on campus to assist with personal, emotional, social, and mental health concerns. Up to fifteen sessions are offered to each student per academic year at no cost to the student, regardless of private insurance coverage. Crisis situations will be referred to a professional clinician, a community service agency, or an area hospital.

From time to time, Counseling Services will offer workshops designed to meet current needs of students.

Health and Insurance Services

Upon acceptance to the College, a new student is required to have a physical examination; the examination must have been conducted within the past year. In accordance with New York State law, all students born on or after January 1, 1957, are required to prove immunity to measles, mumps, and rubella. These students must provide adequate evidence of immunity in order to ensure their class registration. Other vaccinations are recommended, as detailed on the Student Health Form sent to students upon their acceptance to the College.

In addition, NYS legislation requires all students, regardless of age, to make an informed decision about whether to receive the meningitis vaccine. Information about the disease and vaccine is on the Student Health Form. Further information about the risks of contracting meningitis is available on the following websites: www.health.state.ny.us, www.cdc.gov/ncidod/dbmd/diseaseinfo, <http://www.nmaus.org>.

The Health and Insurance Services Office offers confidential assistance in referring students to area health care providers in the event of illness or accident, procuring necessary health evaluations prior to clinical affiliations, and obtaining required immunizations. The staff also provides assistance to students with health insurance questions/claims.

All students living on campus, all international students, all intercollegiate and club sport athletes, and students in a health related field of study who are participating in clinical experiences must be covered by health insurance. If you are a student in one of these categories, you must either purchase the College plan or provide the College with a photocopy of your current insurance ID card, proving you have health insurance coverage that can be used in the United States. If the photocopy of your insurance ID card is not submitted by the published deadline, you will be enrolled in the Daemen College Student Insurance Plan and the premium will be added to your student account. The fee is non-refundable.

Canadian students (while encouraged to supplement OHIP with additional traveler's insurance such as that which can be purchased through the CAA) and students in off-site programs are exempt from this requirement.

Library

The mission of the Daemen College Library is to support classroom instruction, provide information for independent research relating to the College curriculum, and to provide recreational reading for the College community. Located in the Research and Information Commons (RIC), the library provides access to information in print, electronic, and digital formats, and well-trained and knowledgeable staff to meet the information needs of the College community. The library serves as a gateway to information resources found in Western New York and around the world.

Collection

The library has a print collection of over 100,000 volumes and 632 print serial subscriptions. The library also has access to over 76,000 electronic books and over 52,000 electronic full-text journal titles. Faculty, librarians, and students recommend new materials for purchase.

Services

Reference Librarians are employed to help students, faculty, and staff find the information they need. The Reference Librarians provide:

- Course-specific library instruction so that classes may become aware of the resources necessary to complete course assignments.
- Instruction on locating and analyzing resources so that students may independently locate and analyze need-specific resources.
- In-text citations and reference page proofing so that students may correctly credit sources within their assignments.

The library staff collectively possess the specialized skills necessary for the library to function in a diverse, global, and increasingly complex information environment. Please seek their assistance.

All library study spaces within the Research & Information Commons have wireless connectivity and task lighting. Spaces include: quiet study space, talking permitted study space, group study rooms, media viewing rooms, a “pillows and pads” area, a seminar room, a café, and three classroom/learning areas of varying size and technological sophistication. There is a variety of furnishings including individual study carrels, tables and chairs – both fixed and on wheels, booths for groups, and a variety of lounge chairs.

The library utilizes the latest information technology including a large video wall in the central atrium. The library homepage at www.daemen.edu/library has links to help students perform high quality library research. The catalog of library holdings is computerized. Users may also search specialized databases for full-text scholarly articles and other full-text information located around the world. Most course reserve readings are available full-text on the library website. Information sufficient for the vast majority of classroom assignments is available from the library. However, if users need specialized information located elsewhere, interlibrary loan is available. InfoPass cards are also available at the Circulation Desk. They allow students to borrow books from other academic libraries in Western New York.

Loan privileges are granted to students, faculty, and staff of the College. A current Daemen ID card serves as a library card. The loan period for books is four weeks, with one renewal permitted.

Laptop computers are available from the Circulation Desk for student use within the RIC. A student must present a valid Daemen College ID card, have no outstanding library fines, and sign a “Laptop Loan Agreement Form”

There is a drop box located outside the main entrance of the RIC for return of materials outside of library hours.

Library services within the Research & Information Commons are available for 105 hours per week during the academic semester on the following schedule:

Hours

Sunday	10 AM - midnight
Monday - Thursday	7 AM - midnight
Friday	7 AM - 9 PM
Saturday	7 AM - 6 PM

Special schedules for summer session, holiday periods, semester breaks, and final exam periods are posted in advance on the library homepage and at the entrance to the RIC.

Ministry on Campus

Campus Ministry seeks to serve the spiritual needs of the entire College community: students, faculty, administrators, staff, and alumni of any faith, of any denomination (or of none at all). Acknowledging that various religious beliefs are present on campus, this ministry has distinctly ecumenical and interfaith dimensions. Since campus ministry takes place in an academic context, it aspires to help members of the College community grow in their own faiths. Campus Ministry offers spiritual guidance, counseling, Bible Studies, retreats, and social action projects. The Campus Minister also offers pre-marital counseling; couples who request the services of the Campus Minister are required to participate in the Prepare/Enrich Program, a four or eight week pre-marital program that identifies a couple’s strength and growth areas. The initial work will be done online with feedback sessions by the Campus Minister. The office also lists churches, synagogues, and other religious facilities in the Buffalo area. Those desiring to worship or seek spiritual guidance in any specific denomination may contact Campus Ministry for referral.

Services for Students with Disabilities

Requests for accommodations and supporting documentation are submitted to and authorized by the Disability Services Coordinator. See the College’s policy on the accommodation of students with disabilities in the “Accreditation and Institutional Policies” section of this Catalog. Students with disabilities should discuss arrangements for testing and other accommodations with the graduate faculty; main campus Disability Services staff and/or staff at off-site instructional locations can also provide assistance and services upon request.

Registrar

The Registrar’s Office provides the following services for graduate students:

- preparing course offerings for each term which are accessible (on the Search for Sections option on WebAdvisor) on the Daemen website;
- processing registrations for courses which require a permit to register;
- after the last day for drop/add, processing withdrawals from courses for students who submit a withdrawal form;
- processing mid-term and final grades, as well as Incomplete and other grade changes, for publication on WebAdvisor;
- designing/revising/customizing evaluations for all programs (and approved curricular substitutions), thereby enabling students and advisors to monitor progress towards program completion and explore status on other programs;
- pending department chair's approval, processing acceptable transfer studies for incoming and returning graduate students;
- verifying candidates for graduation/degree conferral;
- processes and verifies changes in student status and general student directory information;
- certifying veterans' enrollment;
- processing transcript requests.
- processing professional licensure applications as appropriate.

Academic Regulations and Standards

Departmental Policies

Graduate students are responsible for knowing and adhering to the academic policies and procedures specific to their graduate program. Full details on departmental policies may be found in the departmental sections of this Catalog.

Graduate Curricula And Academic Standards

The Educational Policy Committee of Daemen College is responsible for advising the Dean of Graduate Studies, and thereby the Vice President for Academic Affairs and the President, on the graduate academic policies of the College. The Graduate Committee on Academic Standards is responsible for graduate admissions standards, the maintenance of academic standards for students in graduate programs, and review of student petitions for exceptions to graduate program policies. The office of the Dean of Graduate Studies (Associate Vice President for Academic Affairs/Associate Dean of the College) is in Duns Scotus Hall, Room 102.

Academic Honesty

Academic dishonesty, of which cheating and plagiarism are the most common examples, is a serious violation of the principles of higher education. Daemen College takes the position that academic honesty is to be upheld with the highest degree of integrity. The College has a responsibility to support individual thought and the generation of new ideas. This cannot be done when violations of academic honesty go unchallenged.

Examples of academic dishonesty include, but are not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
3. the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.
4. any form of plagiarism, which includes, but is not limited to:
 - a. the use, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; or
 - b. the unacknowledged use of materials prepared by another person or agency engaged in the selling or distributing of term papers or other academic materials; or
 - c. submitting previously or simultaneously submitted work—in whole or in substantial part—from another course for academic credit in a second course, without prior and expressed consent of the instructor.

In an instance where there has been a violation of the principles of academic honesty, the instructor may choose to follow one or more of a number of possible alternatives including but not limited to: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the College. The student may appeal the instructor's determination in accordance with the Grade Appeal Procedure.

When a faculty member determines a violation of academic honesty has occurred, he/she will first notify the student in writing. A copy of this letter, together with a written description of the case with supporting evidence will also be submitted to the Dean of Graduate Studies. Should there be no additional notifications of academic dishonesty, the initial record will be destroyed one year after the student's graduation from Daemen College.

Upon receipt of additional reported offenses, the Dean will formally present the materials in the file to the Graduate Committee on Academic Standards for review and recommendation of any additional sanctions beyond those imposed by the instructor. The Dean will also notify the student that the materials will be the subject of Committee deliberation and will recommend that the student write a letter regarding the offense to the Committee for purposes of clarification, explanation or denial. Committee review will be held in a timely manner as determined by the Committee. All faculty members who have reported offenses on the part of the student will be invited to participate in the deliberations. In cases where expulsion is recommended, either from the degree program or the College, final authority rests with the Dean of the College.

General Conduct Regulation

The College reserves the right to dismiss or request the withdrawal of any student whose academic standing, conduct, or manner renders his/her continued attendance at Daemen College undesirable.

Degree and Curricula Rules

Degree and Advanced Certificate Requirements

A student must complete a program of 30-48 (degree) or 6-30 (advanced certificate) semester hours with a minimum grade point average of 3.00 (equivalent to B) for graduation. In addition, they must complete all departmental requirements for the awarding of a graduate degree or certificate. Within his or her program, the student must fulfill all the requirements of the department in which the degree or certificate will be granted.

Change of Curricula

Daemen College reserves the right to make changes in all curricula. Students enrolled at Daemen College must meet all requirements if changed or amended by the College.

Course Load

A full-time course load is nine (9) credits per semester. In order to be considered for financial aid of any kind, a student must be registered for at least five credit hours per semester.

Plan of Study

In select graduate programs, the matriculated student is required to meet with his/her advisor to develop a Plan of Study to achieve his/her educational goals. Specific procedures and departmental timetables are referenced in the departmental sections of the Daemen web site and the catalog. A Plan of Study is considered an important aspect of the student's academic program, and students will not be permitted to register for additional courses until the Plan of Study has been submitted to the student's graduate program office, in accordance with program requirements. It is the student's responsibility to initiate the process required for completion of the Plan. Once the Plan of Study is approved, the student must ensure that the Plan is followed. The student must complete the specific courses listed on the Plan of Study. A student who wishes to modify his/her Plan of Study must meet with his/her advisor and make a new Plan of Study. The modified Plan must then be submitted to the Director of one's graduate program who will forward it to the Registrar.

Graduation Requirements

Degrees are conferred three times each year (January 15, May - date announced annually, September 30). One Commencement is held in May and is open for participation by that year's January and May graduates. September graduates are eligible for participation in the Commencement ceremony held in the subsequent year. Participation in Commencement is available to degree candidates only. Candidates for a graduate degree or certificate from Daemen College must complete all courses on their Plan of Study and other program requirements with a minimum GPA of 3.00. In addition, they must complete all departmental requirements for the awarding of a graduate degree or certificate. All degree candidates must submit the [Application for Degree](#) by the first week of October for prospective January and May degree conferrals and by early June for September degree conferrals. (Consult the academic calendar for the exact application due date.) All certificate candidates must submit the [Application for Certificate](#) in the semester prior to the final term of studies for completion of program requirements. The application for degree form is accessible on the Registrar's web page; the application for certificate form is accessible on departmental web pages and in departmental offices. Completed applications should be returned to the Office of the Registrar, DS 123.

Transcripts or any document which is generally accepted in lieu of a transcript will not be sent for any student whose financial obligations to the college have not been met.

Pending compliance with established criteria, there are instances when prospective September graduates may "walk" in the Commencement ceremony held in May of that same year. Eligibility criteria and applications are available on the Registrar's web page.

Academic Regulations and Standards for linked undergraduate/ graduate programs in Accountancy, Athletic Training, Physician Assistant Studies, and Physical Therapy are found in the Undergraduate College Catalog.

Performance Standards

Grade Reports

Grades are accessible to students on line and are published at the end of each term.

Grade Appeals

1. A student with questions or complaints about an assigned grade shall first discuss the matter with the course instructor

within 30 days of receipt of the grade. In the event of the serious illness or absence from Western New York (or other instructional site vicinity) of either the student or the faculty member, an extension may be granted by the appropriate divisional dean. The instructor is expected to provide an appropriate explanation of the student's grade and, if the student's appeal is meritorious, to be willing to change the grade.

2. If the student's concerns remain unresolved following discussion with the instructor, the student may appeal in writing to the chair of the department in which the grade was given. This written appeal must be made within 45 days of the posting of the original final grade. All supporting documentation must be submitted at this time, with the written appeal. The department chair shall review the student's appeal and consult with the course instructor. The department chair may support the instructor's evaluation or may recommend to the instructor that the grade be changed. (If the department chair is the course instructor whose grade is under appeal, the divisional dean shall handle the appeal at this stage.)
3. Should the complaint still remain unresolved, an ad hoc grade appeal committee shall be constituted, comprising:
 - a. All full-time faculty within the department, including the department chair and, if applicable, members of the Departmental Personnel Advisory Committee. (Per Faculty Handbook section V, C. A department with fewer than 3 full time, tenured faculty shall have a DPAC consisting of all full time members of the department and up to 3 total tenured faculty members from other departments. For departments with fewer than 3 full time, tenured faculty members, the DPAC serves the function of the department faculty.)
 - b. The dean of the division in which the department is housed, unless the grade under appeal has been given by said dean (or the dean is a member of the departmental faculty as described above), in which event, the dean of the other division shall serve.
 - c. Two faculty members from the Graduate Committee on Academic Standards - one to be chosen by the student and one by the course instructor.
 - d. If the grade under appeal is given by an adjunct instructor, then he or she will be invited to join the committee.

Formal minutes will be taken of the meeting. The first committee meeting will be called by the department chair. If the grade under appeal has been given by the department chair, the first meeting will be called by the division dean. The committee shall meet within two weeks of receiving the written appeal.

It will be the responsibility of the student to demonstrate that the grade should be changed.

This committee shall examine all pertinent documentation, may interview the student and the course instructor, or consult with any other parties it may deem appropriate. The divisional dean shall act in a non-voting, advisory capacity with regard to observance of all pertinent College policies and procedures. The ad hoc grade appeal committee shall render its written decision to the student and faculty member within 7 days. The committee may recommend that the instructor change the grade; if the instructor refuses, s/he shall provide a written explanation to the committee. Should the committee find the explanation unpersuasive, it will recommend to the department chair that the grade be changed. If, following consultation with the instructor, the instructor still refuses to change the grade, the department chair shall have authority to change the grade notwithstanding the objection of the instructor. (If the instructor is the department chair, the divisional dean shall handle the chair's duties here described.)

Grading Scale

Graduate students are required to maintain a minimum GPA of 3.00 on a 4.00 scale throughout their academic program. Graduate courses will be graded on the following scale:

Grade		Quality Points
A	Superior achievement	4.00
A-		3.70
B+	Satisfactory	3.30
B		3.00
B-	Achievement below expectation	2.70
C		2.00
F	Failure; no academic credit	0.00
I	Incomplete	---
AU	Audit (satisfactory, but not for credit)	---

AX	Audit Unsatisfactory	---
	(unsatisfactory due to non-attendance)	
W	Withdrawal	---
	(given when courses are dropped after the last day for drop/add and no later than the last day for authorized withdrawal)	
UW	Unauthorized Withdrawal	---
	(may be given until midterm to students not attending but not officially withdrawn)	

A grade of B- is considered unsatisfactory and will result in review of the student's record by the Graduate Committee on Academic Standards.

The following graduate courses are graded on a Pass/Fail basis:

AE 579	Student Teaching and Seminar at the Intermediate Education Secondary Level (7-9) (content - specific)
AE 580	Student Teaching and Seminar at the Senior Secondary Level (10-12) (content - specific)
AE 699	Research Project in Education
CE 575	Student Teaching and Seminar in Childhood Education
CE 699	Research Project in Education
LEAF 540	Research Project/Thesis in Executive Leadership and Change I
LEAF 541	Research Project/Thesis in Executive Leadership and Change II
MGT 650	Directed Research*
NUR 604	Thesis
NUR 605	Project
SED 570	Special Education Student Teaching and Seminar at the Primary Level for Children with Disabilities
SED580	Special Education Student Teaching and Seminar at the Intermediate Level for Children with Disabilities
SED 699	Research Project in Special Education
CE 575	Student Teaching and Seminar in Childhood Education
CE 699	Research Project in Education

* May be graded Pass/Fail or using the graduate letter grade scale.

The mark of incomplete will be assigned only in cases of illness or prolonged or repeated absences for reasons beyond the control of the student, and only if the student has a substantial equity in the course. Unless an earlier deadline is given by the instructor, students receiving incomplete grades have until the end of the subsequent semester (regardless of enrollment in that semester) to complete the work. Students should consult with the course instructor regarding the exact date when all outstanding work for the course must be completed. (The student should not register for the course in that subsequent semester.) An incomplete grade which has not been repaired by the deadline will automatically be converted to a grade of "F" on the student's transcript. In exceptional circumstances, a student may formally appeal for an extension of an incomplete grade; appeals should be directed to the Graduate Committee on Academic Standards through the Dean of Graduate Studies, DS 102. A recommendation from the course instructor is required. Once an Incomplete grade turns to a grade of "F," a student must re-register for the course if he/she wishes to earn credit for the course.

The grade of UW (unauthorized withdrawal) is given at mid-term to students who are not attending class but who have not officially withdrawn. There is no tuition refund for an unauthorized withdrawal. Students may not resume attendance in classes for which UW grades have been assigned. Any student wishing to appeal the assignment of a UW grade should consult with the instructor assigning the grade, and may appeal to the Graduate Committee on Academic Standards if the matter is not resolved at the student-instructor level.

Specific details on graduate thesis/project requirements for each program may be found in the departmental sections of the Daemen web site and this Catalog. For those graduate programs offering thesis/project for variable credit -- allowing a student to register over several terms until the thesis/project is completed -- the following grading procedure is used. Either the grade of P (pass) or F (fail) is assigned in all semesters preceding the final semester of registration. The Pass grade carries credit, has no quality point value, and reflects satisfactory work in progress. The F grade reflects credit attempted but not earned and carries a quality point value of 0, thereby requiring that the student re-register for and successfully complete the course in order to be granted credit. In the final semester of registration for thesis/project, the earned grade (Pass, Pass Complete (PC), Fail or letter grade, as per individual program policy) is given. A grade of Incomplete (I) may also be given, if warranted, allowing a student an additional semester for thesis/project completion.

Academic Standing: Probation, Dismissal, Appeal

A graduate student whose cumulative GPA falls below 3.00 in any one term is automatically placed on probation and will receive written notification of his/her status from the Dean of Graduate Studies. The student's academic record will be reviewed by the Graduate Committee on Academic Standards. A student incurring academic probation: a) is required to meet with his/her advisor and b) must fully comply with all recommendations of the Graduate Committee on Academic Standards. Failure to attain good academic standing will result in dismissal from the College. A student who gives evidence of very poor scholarship may be subject to dismissal at the end of any semester whether or not he/she previously incurred probation.

Students may appeal decisions of the Graduate Committee on Academic Standards by writing the committee in care of the Dean of Graduate Studies (Associate Vice President for Academic Affairs). Appeals are to include pertinent supporting documentation, recommendations from faculty, and substantial evidence of the student's ability to improve his or her academic performance.

Attendance

Regular and prompt attendance is expected at all classes and officially scheduled programs and activities. A student who is absent from class for any reason whatsoever will be required to make up the work to the satisfaction of the instructor. A student anticipating or having a prolonged absence (over two consecutive class sessions) should report this absence to his/her graduate program director, who will convey this information to the appropriate instructors.

Deferred Examinations

Arrangements for late examinations must be made with the instructor(s). Ordinarily, at the discretion of the instructor, the examination must be taken within one month of the scheduled date. The instructor will submit a grade of Incomplete (I) in such cases. Failure to comply will result in an automatic grade of F.

Repeating a Course

It may be necessary for a student to repeat a course to achieve a satisfactory grade. Students are encouraged to discuss the matter with their advisors. When a course is repeated, only the higher grade is used in computing the student's GPA, although both grades appear on the transcript. A student who earns below a B when repeating a course will be subject to review by the Graduate Committee on Academic Standards.

Residency Requirements/Alternative Methods for Completion of Program Requirements

Students who have completed graduate courses at another institution may satisfy up to 40% of Daemen graduate credits by transferring credits from another graduate program, successful completion of Daemen challenge exams or credit granted via the Credit for Learning from Life Experience (CLLE) Program. Ordinarily, no more than eight graduate credits may be earned through challenge or CLLE.

Transferring Graduate Credits

Acceptance of transfer credits from other graduate programs must be authorized by the director of the student's graduate program. In order to have such coursework considered for transfer, the student should write a letter to his/her graduate program director describing the course(s) taken, and indicating which program requirement(s) the transfer credits are intended to satisfy (e.g., elective credits) and must include a syllabus or catalog description of the course. The student must also arrange to have an official transcript, referencing the coursework completed and final grade earned (minimum grade of B is required), forwarded to the graduate program director. The graduate faculty will evaluate the appropriateness of the proposed transfer credit and, if credit is being accepted, will forward such determination along with the official transcript to the Registrar.

Grades (and quality points) are not recorded for transferred credits.

Course Challenge Examinations

On occasion, a graduate student may potentially have achieved graduate-level mastery of a course in the curriculum through professional or prior educational activities. Students should contact the appropriate graduate program office for information regarding the procedures for completion of a challenge examination. The student must also petition the Graduate Committee on Academic Standards for permission to complete a challenge examination. Ordinarily, no more than eight graduate credits may be

earned through challenge or Credit for Learning from Life Experience (see below).

GRADUATE PROGRAMS OF STUDY

Students should note that enrollment in other than registered or otherwise approved programs may jeopardize eligibility for certain student aid awards. Daemen College is authorized by the Board of Regents of the State of New York to award degrees and certificates. Following is a listing of graduate degree and certificate programs registered by the New York State Education Department. The number prefixes are the HEGIS codes assigned by the New York State Education Department when programs are registered. All Daemen College programs are approved by the New York State Education Department for the training of veterans and other eligible persons.

DEGREE PROGRAMS

HEGIS CODE	DEGREE	DAEMEN DIVISION
0803	M.S. Adolescence Education: Biology, English, French, Mathematics, Social Studies, Spanish	Health & Human Services
1203.10	M.S. Adult Nurse Practitioner	Health & Human Services
1203.10	D.N.P Adult Nurse Practitioner	Health & Human Services
0899.50	M.S. Alt Cert: Childhood Special Education and General Education (TRANS B) - Initial/Professional Certification	Health & Human Services
0899.50	M.S. Alt Cert: Early Childhood Special Education and General Education (TRANS B) - Initial/Professional Certification	Health & Human Services
0599	M.S. Arts Administration	Arts & Sciences
0802	M.S. Childhood Education - Initial/Professional Certification	Health & Human Services
0599	M.S. Executive Leadership and Change	Inter-Divisional
0506	M.S. Global Business	Health & Human Services
1203.10	B.S./M.S. Nursing/Adult Nurse Practitioner (dual degree program leading to B.S./M.S. degrees - separate degree conferrals)	Health & Human Services
1203.10	M.S. Nursing Education	Health & Human Services
1203.10	M.S. Nursing Executive Leadership	Health & Human Services
1203.10	D.N.P. Palliative Care Nursing	Health &

		Human Services
0808	M.S. Special Education: Childhood Education Initial/Professional Certification	Health & Human Services
0808	M.S. Special Education: Childhood Education Professional Certification	Health & Human Services

ADVANCED CERTIFICATE PROGRAMS

HEGIS CODE	ADVANCED CERTIFICATE	DAEMEN DIVISION
1203.12	(Post-Master's) Adult Nurse Practitioner	Health & Human Services
1203.12	(Post-Master's) Nursing Education	Health & Human Services
1203.12	(Post Baccalaureate) Nursing Executive Leadership	Health & Human Services
1212.00	Orthopaedic Manual Physical Therapy	Health & Human Services
1299	(Post Baccalaureate) Partners in Health for People with Disabilities (NOTE: Although a post Baccalaureate certificate, students in appropriate programs leading to BS/MS degrees in which both degrees are conferred at its conclusion will be allowed entry to this certificate.)	Health & Human Services

Credit for Learning from Life Experience

There are instances when a student's occupational or avocational life experiences are such that they result in knowledge acquired which may be equivalent to one or more graduate program requirements. Credit for such experience may be granted via the Credit for Learning from Life Experience (CLLE) program. Criteria for granting CLLE credit vary depending upon the course work and/or graduate program in which one is seeking credit. Students should consult with the appropriate graduate faculty for further details. The student seeking CLLE credit must petition the Graduate Committee on Academic Standards for the granting of such credit. The Committee will solicit a recommendation from the appropriate graduate faculty via the program director. Evaluative criteria will be determined by the appropriate graduate faculty and may be in the form of an oral or verbal examination, performance evaluation or any combination thereof. Ordinarily, no more than eight graduate credits may be earned through CLLE or challenge examination.

Registration

Registration for new graduate students is carried out individually by appointment in the student's graduate program office. New students register on a rolling basis following submission of the tuition deposit. At that time, the student will meet with his/her advisor to review any transfer credit, review graduate program policies and, if appropriate to the graduate program, develop one's Plan of Study. On line registration may be processed at that time or the advisor may approve the plan during the meeting and then have the student complete his/her registration on line. Returning students may advance register in their graduate program office or by submitting their electronic worksheet to the advisor. The student will receive email notification once the advisor approves the plan, thereby enabling the student to register on line. **NOTE:** The advisor's approval of the plan does not constitute registration in courses, i.e., the student must complete the online registration process in order to be registered in courses.

Registration windows open in November for the Spring and Intersemester terms and in April for the Fall and Summer terms. Registration windows remain open throughout the drop/add period for the term. Some courses require special permission in order to enroll, thereby requiring that a student complete the appropriate permit form (forms may be downloaded from the Registrar's web page) and submit the fully signed form to either the Registrar's office or the advisor. Students may check their registration on line on WebAdvisor. In order to register, students must comply with New York State immunization laws.

In the event of cancellation of a scheduled class by the College, any students registered in the class will be notified via their Daemen email account or telephone and recommended to contact their faculty advisor and/or graduate program office for assistance in selecting a replacement class. Every effort is made to ensure that students are informed of cancellations as expeditiously as possible and effectively assisted in revising their schedules.

Changes in Registration/Course Withdrawals

There are two types of changes which may be made to a student's schedule:

1. Drop/Add: completed on line during the first week of classes (exact dates are published in the Academic Calendar on the Daemen web page). Drops processed during the drop/add period are not reflected on the transcript.
2. Authorized Withdrawal: completed in the Registration office. After the last date for drop/add, a student wishing to withdraw from a course must file an official withdrawal form (and secure all required signatures) by the last date for authorized withdrawal for the term (approximately two-thirds of the way through the term; exact date is published in the Academic Calendar published on the Daemen web page).

Please note that discontinuance of attendance or notice to the instructor does not constitute an official withdrawal and may result in a grade of Unauthorized Withdrawal (UW) or a failing grade in the course. In exceptional cases, the student may petition the Graduate Committee on Academic Standards through the Associate Vice President for Academic Affairs/Dean of Graduate Studies for an authorized late withdrawal. A written recommendation from the student's advisor, course instructor(s) and appropriate documentation of the reason for the withdrawal request must be provided to the Committee. Authorized withdrawals are reflected on the transcript. Students are advised to refer to the Financial Information section of this bulletin for financial implications applicable to authorized withdrawals.

Change of Name or Address

As soon as possible after any change of name and/or address occurs, students should notify the Registrar's Office. The [Change of Address](#) form may be downloaded from the Registrar's web page. Name changes will be executed only when the change form is accompanied by a copy of the legal document which verifies the name change. Students whose permanent address is in a foreign country (other than Canada) must supply a local address and telephone number.

Electronic Mail

Every student currently enrolled at Daemen College is furnished with a Daemen email account. The Daemen email account will remain active during periods when a student is on a leave of absence. Certain important notices may be sent only via email to the student's Daemen email account. Students are responsible for checking their Daemen email account on a regular basis.

Change of Program

Students desiring to change graduate program may apply directly to the program in which they want to enroll. Students should consult with the program director regarding program admission criteria and application procedures. An exit interview with the director of one's previous graduate program is required. A Change of Graduate Program Form, available in the Registration Office, must be filed.

Withdrawal from the College

A student who withdraws from the College before completing his/her graduate program is required to fill out a Leave of Absence/Withdrawal form, available in the Office of Academic Advisement. Upon completing the form, the student arranges for an exit interview with Academic Advisement, as well as the graduate program director. Upon completion of these exit interviews, the withdrawal process is finalized. Withdrawal necessitates a formal application to the Office of Admissions for readmission. A student accepted for readmission following withdrawal must meet all requirements in force at the time of the student's return to Daemen College. If a student withdraws from the College after the last date for authorized withdrawal, a formal petition for withdrawal from all classes must be presented to the Dean of Graduate Studies for review by the Graduate Committee on Academic Standards as described above.

Leave of Absence

A leave of absence from the graduate program may be granted to students for reasons other than academic difficulty for up to one full year after the end of the semester in progress. Any matriculated graduate student who is not enrolled in Daemen coursework in a given semester must file a leave of absence for that semester. The leave requires approval by the Graduate Program Director and the Office of Academic Advisement and begins after the end of the semester in progress. Students desiring a leave of absence should complete the Leave of Absence/Withdrawal form available in the Office of Academic Advisement. The student must indicate his/her intended date of return to the College on the form. If the student does not return to the college by the appropriate date, he/she will be considered as having withdrawn from the College. Withdrawal necessitates a formal application to the Office of Admissions for readmission. Students returning from a Leave of Absence or accepted for readmission following Withdrawal from the College must meet all requirements which are in force at the time of the student's return to Daemen College.

Policy for veteran students: Once enrolled and certified as a Daemen student, should you have to suspend your study due to service requirements, you may withdraw from courses with no financial liability. Depending upon the duration of service required, other options may be available to students who feel they have significant investment in the semester and who do not wish to withdraw from a semester entirely. In each case, you must notify Certification Officers in the Registrar's Office of your impending service requirement, and to discuss financial options available to you. Regardless of the financial option chosen as a result of the service requirement, all service members may return to their academic program upon completion of service requirements.

Time Limitations for Completion of Program

Graduate students are expected to maintain continuity in their academic programs. Each program also stipulates that all requirements for the graduate degree or certificate must be completed within a specified period of time from the student's initial registration for graduate study, regardless of whether the student was initially accepted as a degree or non-degree student. For the specific requirements of each graduate program, consult the departmental sections of the Daemen web page and the Catalog.

Periods of time spent on officially granted leaves of absence are not included in the computation of time for completion of the degree/certificate. Extension of the time limit may be granted when circumstances warrant. The student is responsible for writing an extension request which specifies the reasons for the extension and the amount of additional time needed. The request must first be approved by the graduate program director and then by the Dean of Graduate Studies.

Extensions will not normally exceed one year. The maximum extension which may be granted is two years. A student who withdraws and is later readmitted into the graduate program is not automatically granted additional time to complete his/her studies. The Dean of Graduate Studies will review each situation individually in conjunction with the director of the student's graduate program.

Application for readmission requires payment of the application fee.

Transcripts

Transcripts are released only by written permission of the student. Official transcripts may be sent to outside parties; students generally receive a student copy. The student's signature must be included on the request, which may be delivered, faxed, or sent to the Office of the Registrar. Students may complete the [transcript request form](#) (downloaded from the Registrar's web page) or send a letter of request. Processing time is generally 3-5 business days from the date of receipt of the request, longer during peak periods. Consult the Registrar's web page or the Registrar's Office for further details. The transcript reflects both undergraduate and graduate studies at Daemen. Transcript fees are the responsibility of the student and are as follows: \$5.00 per transcript; \$4.00 per transcript from September through August of the student's graduation year. Transcript fees must be paid in full when the request for a transcript is submitted. Payment options are referenced on the Registrar's web page. Transcripts or any document which is generally accepted in lieu of a transcript (including licensure applications for professional programs) will not be sent for any student whose financial obligations to the College have not been satisfied.

Auditing

Auditing of graduate courses is subject to the permission of the instructor and graduate program director. Auditing of courses is also subject to space availability. A student must complete and file with the Registrar the Permit to Audit Form, include the course(s) as AUDIT on their semester load, and pay the appropriate fee, if applicable.

Master of Science in Arts Administration

Program Description

The MS in Arts Administration is offered by the Department of Visual and Performing Arts in partnership with the Daemen College program in Executive Leadership and Change. The program, which is aimed at students with an interest in working within the not-for-profit cultural community as administrators or managers, is unique in that it places balanced emphasis both on a foundation in business courses and on practical experience with some of the numerous not-for-profit organizations in Buffalo. Graduates will find themselves positioned to seek jobs and careers in the not-for-profit cultural sector, working with some of the museums, galleries, theatres, dance companies, symphonies, and other agencies that represent, serve, foster or nurture artists and the arts throughout the USA or world-wide.

This program is suited to both students who wish to hone a particular skill or pursue a career as an artist and those who see themselves working as part of a team or organization or in a position that fosters, supports, presents, or promotes any one of numerous artistic disciplines.

Faculty are drawn from the College's departments of Visual & Performing Arts, Business Administration, and Executive Leadership and Change. Instructors in the program include nationally recognized professionals whose accomplishments and interests encompass business leadership, corporate management, and fundraising as well as professional and organizational contributions to the visual and performing arts in the USA, Britain, China, and elsewhere.

Candidacy/Eligibility Requirements

Students entering the MS program must have:

- A bachelor's degree from an accredited institution;
- Completed prerequisite studies in Art and Business Administration as specified following a review by the Arts Administration director. Students entering the program with a bachelor's degree should ideally have completed a minimum of 12 credit hours of a Business curriculum and 12 hours of an Arts curriculum. It is recognized, however, that students will come from a variety of academic backgrounds. Candidates are therefore urged to consult the Program Director to discuss their transcripts and/or eligibility and/or the possible need to complete prerequisite studies.
- A demonstrable interest in the arts, determined by a) an interview with the Program Director and b) a personal written statement that also speaks to the applicant's career and educational goals;
- At least two letters of recommendation;
- Undergraduate GPA of at least 2.75, or GRE/GMAT scores that indicate an appropriate level of academic ability.

Required Courses

- ARTA501 Arts Administration Overview (3)
- ARTA535 Professional Seminar in Arts Administration: Visiting Lecturer Series (3)
- ARTA550 Practicum Seminar in Arts Administration & Management (Graduate level) (3)
- ARTA640 Arts Administration Thesis Project (3)
- ARTA650 Capstone in Arts Administration (3)
- LEAF513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAF514 Leadership and Community: Empowerment, Collaboration and Dialogue (3)
- LEAF515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- LEAF529 Transformational Leadership and Organizational Change (3)
- LEAF530 Customers, Stakeholders and Markets (3)

TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

Practical Experience

A distinctive feature of the program is the emphasis on practical experience with a number of the diverse arts organizations, large and small, that form Western New York's rich cultural landscape. Course work such as the Practicum in Arts Administration and the Professional Seminar in Arts Administration may be evaluated by arts professionals in consultation with the Program Director.

Students will be expected to demonstrate both academic excellence and professionalism in all courses and classes, whether their work is on campus, on site at one or more of the not-for-profit cultural organizations associated with the program, or in association with arts professionals or administrators within the cultural community.

Time Limitation for Degree Completion

Excluding an approved leave of absence, all requirements for the MS, Arts Administration, must be completed within a period of four (4) calendar years, effective from the first date of matriculation in the program.

Requirements for Graduation

- Application for Degree: All graduate students are required to file an [Application for Degree](#) form with the Registrar's Office at the onset of the final term of study. The application is accessible on the Registrar's web page.
- Minimum grade point average (GPA) of 3.00.

Visual and Performing Arts Courses

Arts Administration

ARTA 501: Arts Administration Overview (3)

This course provides an overview of most aspects of not-for-profit arts administration through site visits to leading professional organizations (theatre, galleries, etc) in Buffalo. Students will also gain hands-on experience in gallery administration, curating, public relations and marketing from our class site at El Buen Amigo in downtown Buffalo. Prerequisite: Graduate Status. (GR)

ARTA 535: Professional Seminar in Arts Administration: Visiting Lecturer Series (3)

This course will utilize the expertise of area arts professionals who will interact with students over the course of one five week session. This format allows for in-depth discussions about a particular arts environment, and will allow student to see first-hand how area professionals approach planning, research, and problem solving. Prerequisites: Graduate Status and ARTA-501 or Permission of Instructor. (GR)

ARTA 550: Practicum Seminar in Arts Administration and Management (3)

Students participating in this seminar will intern at one of Buffalo's leading arts organizations, where they will gain experience by working on a special project or by assisting a key arts manager or executive. Prerequisites: Graduate Status and ARTA-535 or Permission of Instructor. (GR)

ARTA 640: Arts Administration Thesis Project (3)

A semi-independent study that entails research conducted under the supervision of a faculty member, and that builds directly on an internship or administrative assistantship with a participating not-for-profit cultural organization, this course will be geared towards the development, completion, and acceptance (by the participating cultural organization) of a fully realized project, proposal, or portfolio. Examples of completed projects might include (but are not limited to) strategic plans, project grants or funding proposals, marketing, fundraising, subscription or audience development plans, arts-in-education programs, print campaigns, audio or video guides for patrons, websites, etc. Prerequisites: Graduate Status and ARTA-535 or Permission of Instructor. (GR)

ARTA 650: Capstone in Arts Administration (3)

This course seeks to synthesize the content of previous Arts Administration and Leadership courses and prepare students for public presentation of their research. Prerequisites: Graduate Status and ARTA-535 or Permission of Instructor. (GR)

Education Graduate Programs

Degrees Offered

Weekend Masters Program

- [Adolescence \(7-12\) or Childhood \(1-6\) Education](#)

Masters in Special Education

- [Special Education: Childhood Education \(1-6\)](#)

Alternative Certification Programs in Special Education - New York, New Jersey

- [Childhood \(1-6\) or Early Childhood \(Birth-2\) Special Education](#)

Initial/Professional Graduate Programs

These programs are for individuals seeking certification from the State of New York who do not possess a teaching credential. The student must possess a bachelor's degree, from an accredited college or university, in an acceptable liberal arts concentration and demonstrate a major area of study. Once the master's program is completed, the student will apply to New York State for initial certification and complete all necessary New York State Education Department requirements for initial certification (pass the New York State Teacher Certification Examination (NYSTCE): Liberal Arts and Science Test (LAST), Assessment of Teaching Skills-Written (ATS-W), and Content Specialty Test (CST); complete fingerprinting process, Project SAVE, and Child Abuse Seminar). For U.S. students only, in order to receive Professional Certification, the candidate must then complete two years of full-time teaching experience and pass the appropriate Content Specialty Tests in order to obtain professional certification from New York.

Professional Graduate Programs

These programs are for individuals seeking Professional Certification from the State of New York. The individual must already possess a teaching certificate in a content or specialization area in order to obtain Professional Certification. The candidate must provide the College with a copy of his/her teaching certificate along with the other required documentation as part of the admission application. Candidates for certification must also complete the appropriate CST.

Admission

In addition to satisfying the general criteria for graduate admission to Daemen College, applicants must:

1. Possess a cumulative undergraduate grade point average of 3.00 or above (on a 4.00 scale).
2. Submit a letter of application stating the candidate's reasons for seeking a Master's degree in Education, and experience relevant to the field of study/degree program.
3. Submit two letters of recommendation, preferably including one professional reference and one character reference.
4. Applicants to professional programs should also provide proof of graduation from an initial certification program in Education, and provide proof of initial certificate or certificate of qualification licensure from the New York State Education Department or similar documentation from other states awarding the license.
5. Include a copy of a current resume.

Applicants with GPAs below 3.00 may be admitted on a conditional basis if they submit evidence of the potential to be successful in graduate studies. Additional evidence may include letters of recommendation and a personal interview with graduate program faculty.

Candidates who are admitted conditionally are required to take and pass the New York State Liberal Arts and Sciences Test (LAST) within their first semester. In addition, candidates admitted conditionally who do not earn a satisfactory (3.0) average in their first nine credit hours of study will be subject to dismissal from the graduate program.

Philosophy

The philosophy of the Education Department at Daemen College is to promote faculty and teacher candidate commitment to an established paradigm for life-long learning. The Education Department's learning community is committed to the mastery of all

appropriate standards.[1]

We believe that an active discourse regarding the general education core in the liberal arts and sciences, the content core and the pedagogical core can be utilized to instill knowledge and professionally prepare teacher candidates. This discourse also fosters community understanding regarding equity and the needs of diverse and exceptional students. We further believe that practical opportunities to apply the learning community's knowledge and understanding must be provided to all community members. Reflection within the learning community upon the results of assessment, in turn, inspires personal and collective growth. Our learning community exists within the Daemen College learning community and its wider constituencies, where resources, technology, support services, information, and due process rights empower both faculty and candidate.[2]

1 The faculty has adopted the Standards for Teacher Educators and has committed to an adapted version of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards, and the National Education Technology Standards, the National Association for the Education of Young Children (NAEYC) Standards, the standards for the division for Early Childhood of the Council for Exceptional Children, and the USNY Early Elementary Resource Guide to Integrated Learning Standards as guiding standards for the Education Department of Daemen College in an effort to prepare teacher candidates to teach to the NYS learning standards.

2 The above philosophy is derived in part from Section 4-2.5 Standards for Regents Accreditation of Teacher Education programs/Standards of quality.

Mission

The Mission of the Education Department is to ensure that our graduates participate in active discourse and practical opportunities, thereby enhancing personal and professional growth. These opportunities enable our graduates to possess the following: knowledge, understanding and skills in the liberal arts and sciences; content core knowledge; pedagogical core knowledge; understanding regarding equity, diversity and exceptionality; and professional skills necessary for reflective practice. We believe that we graduate community minded, life long learners/teachers who, like all Daemen graduates, are prepared for life and leadership in an increasingly complex and interdependent world.

Comprehensive Examination or Research Requirement

Candidates admitted to all graduate programs are required to take a comprehensive exam at the end of their program of study or complete a Research Project in Education *only with faculty advisement*. Comprehensive examination questions will be based on core courses taken by candidates in each of the graduate programs.

Graduate research is carried out during the course AE/CE/ECSE/SED 699 Research Project. *This is not a required course*. Based on personal career goals and with faculty advisement, certain teacher candidates will complete a thesis in partial fulfillment of degree requirements, in lieu of the Comprehensive Exam. The thesis is prepared under the direction of the major department and should demonstrate capacity for independent research and scholarly writing. The thesis must receive the approval of the Department Graduate Committee and must comply with Human Subjects Research Review Committee guidelines, if applicable. A candidate for the oral presentation and defense of thesis must:

1. be an admitted degree candidate;
2. be finished with all major area course requirements by the end of the semester in which the Research Project course is taken;
3. be able to provide the examining committee with copies of the completed thesis a minimum of two weeks prior to the oral presentation;
4. have a graduate grade point average of 3.00 or higher.

Early in the graduate program, candidates who wish to pursue the completion of a thesis, and after consulting with the faculty advisor, should begin to formulate a plan for their research project. After familiarizing him/herself with the research interests of the faculty, the candidate, with guidance from his/ her advisor, will choose a two-person research committee consisting of:

1. a primary member who must be a full-time or part-time faculty member with research experience or expertise in the area of study;
2. a secondary member who may be either a full- or part-time faculty member or an adjunct graduate faculty member.

The candidate will design and execute a research project with guidance from his or her committee. The detailed process for completion of research is laid out in the course syllabus. The candidate will prepare a research manuscript in a format suitable for submission for publication. The candidate will also present his/her research orally within the College or professional community. Such presentation requires the presence of at least one member of the research committee. Any proposed investigation involving human subjects must be reviewed and approved by Daemen College's Human Subjects Research Review Committee. The HSRRC Guidelines are published on the Daemen College website at <http://www.daemen.edu/academics/policiesandprocedures/humansubjects/>.

Childhood and Adolescent Education Certification

Master of Science in Adolescence Education: Initial/Professional Certification (7-12)

Requirements

- AE500 Dimensions of Learning and Teaching – content specific (6)
- AE503 Assessment and Evaluation in Adolescence Education (3)
- AE511 Adolescent Psychology (3)
- AE513 Foundations of Education (3)
- AE515 Specific Methods of Teaching Secondary Subjects – content specific (6)
- AE524 Management Strategies for the Inclusive Secondary Classroom (3)
- AE525 Literacy Theory at the Secondary Level (3)
- AE536 Literacy in the Content Areas (3)
- AE579 Student Teaching and Seminar at the Intermediate Secondary level (7-9) (3)
- AE580 Student Teaching and Seminar at the Senior Secondary Level (10-12) (3)
- AE600 Research Methods in Education (3)
- AE610 Seminar in Education/Action Research (3)
- **Research Project:** AE699 Research Project in Education **OR** successful completion of the Comprehensive Examination (AE696) (0-3): The option selected will be at the Advisor's recommendation. The Comprehensive Examination yields no credit. Successful completion of the exam will be referenced on the academic record as AE696 Comprehensive Exam, grade of Pass, 0 credit.

TOTAL PROGRAM REQUIREMENTS = 42 – 45 CREDITS

Master of Science in Childhood Education (1-6) Initial/Professional Certification

Requirements

- CE500 Dimensions of Learning and Teaching at the Primary Level (6)
- CE502 Language Arts Methods (3)
- CE503 Assessment and Evaluation in Childhood Education (3)
- CE505 Elementary Classroom Management (3)
- CE507 Methods and Content Instruction at the Junior Level (6)
- CE512 Collaborative Approaches with Inclusive Programs/Special Education (3)
- CE575 Student Teaching and Seminar in Childhood Education Primary & Junior Grades (6)
- CE600 Research Methods in Education (3)
- CE610 Seminar in Education/Action Research (3)

Specialty Track

Students select from Literacy or Mathematics (selection to be made at the time of admission to the program) and must complete all of the requirements of the specialty track (9 credits):

Literacy Track

- CE504 The Reading Process for Students with Disabilities (3)
- CE530 Children's Literature (3)
- CE534 Reading in the Content Areas (3)

Mathematics Track

- CE515 Diagnosis and Remediation of Students with Difficulties in Mathematics (3)
- CE520 Mathematics for the Teacher (3)
- CE531 Practicum in Teaching Mathematics, Science and Technology (3)

Research Project

CE699 Research Project in Education **OR** successful completion of the Comprehensive Examination (CE696) (0-3): The option selected will be at the Advisor's recommendation. The Comprehensive Examination yields no credit. Successful completion of the exam will be referenced on the academic record as CE696 Comprehensive Exam, grade of Pass, 0 credit.

TOTAL PROGRAM REQUIREMENTS = 45 – 48 CREDITS

Course Repeats

It may be necessary for a student to repeat a course to achieve a satisfactory grade. Students must earn a minimum grade of B when repeating a course. Issues and questions regarding minimum grade requirements should be directed to the Program Director.

Transfer Credit

Any student seeking permission to transfer courses or seeking permission for course substitutions must contact the Program Director. Any academic credit for which the student seeks permission to be transferred from other institutions/agencies to fulfill a required course requires submission of an official transcript directly from the institution at which they were completed, or the agency which sponsors the course/examination. Official transcripts may be sent directly from the source institution to Daemen's Registrar's Office or Daemen's Office of Education - Weekend Master's Program. Official transcripts must be received by the date announced by Daemen's Registrar for each prospective degree conferral period. The Program Director will review the viability of individual course-related requests and, if the request is approved, will provide written approval for documentation purposes.

Requirements for Student Teaching

Students must maintain a B (3.00) GPA in order to be recommended for student teaching.

Requirements for Graduation

- Completion of all course work as defined on the program curriculum
- A minimum grade of B earned in the Methods courses:
 - **Adolescence Education:** AE500 Dimensions of Learning and Teaching (6); AE515 Specific Methods of Teaching Secondary Subjects (6)
 - **Childhood Education:** CE500 Dimensions of Learning and Teaching at the Primary Level (6) ; CE507 Methods and Content Instruction at the Junior Level (6)
- A minimum Grade Point Average (GPA) of 3.00 each semester
- A minimum cumulative Grade Point Average of 3.00
- All degree students are required to file an Application for Degree form with the Registrar's Office at the onset of the final term of study. The [Application for Degree](#) form is accessible from the Registrar's web page.

Additional Requirements for Certification

Consult Daemen's Office of Education - Weekend Master's Programs for further information.

Time Limitation

A student admitted to the program is expected to maintain continuity in his/her academic program and enroll each semester until all requirements are completed. Normally, 3 semesters of enrollment are required for program completion. Although students are expected to follow the program plan of their cohort and satisfy all requirements within 3 terms of enrollment, all requirements for the program must be completed within a period of three (3) calendar years from the student's initial enrollment for graduate study.

M.S. in Childhood Special Education (Grades 1-6)

M.S. in Special Education: Childhood Education - Initial/Professional Certification (Grades 1-6)

Requirements

- SED502 Special Education: Laws and Trends (3)
- SED503 Assessment and Evaluation of Students with Disabilities (3)
- SED504 The Reading Process for Students with Disabilities (3)
- SED505 Classroom and Behavior Management for Students with Disabilities (3)
- SED506 Instructional Methods and Strategies for Learners with Special Needs (3)
- SED512 Collaborative Approaches within Inclusive Programs (3)
- SED513 Survey of Learning Disabilities (3)
- SED535 Reading Diagnosis and Instruction (3)
- SED540 Survey of Emotional and Behavioral Disorders (3)
- SED559 Introduction to Autism Spectrum Disorders (3)
- SED570 Special Education Student Teaching and Seminar at the Primary Level for Children with Disabilities (3)
- SED580 Special Education Student Teaching and Seminar at the Intermediate Level for Children with Disabilities (3)
- SED600 Research Methods in Special Education (3)
- SED610 Seminar in Special Education/Action Research (3)
- SED699 Research Project in Special Education **OR** successful completion of the Comprehensive Exam (0-3):
The option selected will be at the advisor's recommendation. The Comprehensive Examination yields no credit. Successful completion of the exam will be referenced on the academic record as SED696 Comprehensive Exam, grade of Pass, 0 credit.

TOTAL PROGRAM REQUIREMENTS = 42 - 45 CREDITS

Additional Required Courses

There may be instances when prerequisite courses are required for completion in addition to the 42-45 credits in the prescribed curriculum. Such course work must be authorized for completion by the Graduate Program Director. Courses may include but are not limited to: SED500 Educational Psychology (3); SED501 Introduction to Special Education (3).

M.S. in Special Education: Childhood Education - Professional Certification (Grades 1-6)

Requirements

- SED600 Research Methods in Special Education (3)
- SED602 Special Education: Laws and Trends (3)
- SED603 Standards Based Assessment and Instruction for Students with Disabilities (3)
- SED606 Instructional Methods and Strategies for Students with Disabilities (3)
- SED610 Seminar in Special Education/Action Research (3)
- SED612 Quality Inclusion/Collaboration Methods (3)
- SED615 Issues, Trends, and Research in Special Education (3)
- SED635 Reading Diagnosis and Instruction (3)
- SED639 The Writing Process and Students with Disabilities (3)
- SED642 Curriculum Modifications in the Content Areas of Mathematics, Science, Social Studies, and Technology (3)
- SED699 Research Project in Special Education **OR** successful completion of the Comprehensive Examination (0-3):
The option selected will be at the advisor's recommendation. The Comprehensive Examination yields no credit. Successful completion of the exam will be referenced on the academic record as SED696 Comprehensive Exam, grade of Pass, 0 credit.

TOTAL PROGRAM REQUIREMENTS = 30 - 33 CREDITS

Plan of Study

At the end of the first year of study, each matriculated student is required to meet with his/her Graduate Faculty Advisor to design a Plan of Study. The Plan will outline the time frame for the completion of program requirements.

Course Repeats

It may be necessary for a student to repeat a course to achieve a satisfactory grade. Students are encouraged to discuss the matter with their Graduate Faculty Advisor. Students must earn a minimum grade of B when repeating a course.

Requirements for Graduation

1. Completion of all course work as defined on the student's Plan of Study
2. A minimum grade of B earned in all courses, thereby resulting in a minimum cumulative grade point average of 3.00
3. All degree students are required to file an Application for Degree form with the Registrar's Office at the onset of the final term of study. The [Application for Degree](#) form is accessible from the Registrar's web page.

Additional Requirements for Certification

Consult the Graduate Education Department for further information.

Time Limitation

A student admitted to the program is expected to maintain continuity in his/her academic program and enroll each semester until all requirements are completed. Normally, a part time student should complete a minimum of three (3) credits per semester. Full time students must complete a minimum of nine (9) credits per semester. All requirements for the Master of Science degree must be completed within a period of five years from the student's enrollment for graduate study. For information on leaves of absence and extensions, consult the Academic Regulations and Standards section in the electronic catalogue, [Graduate](#) Section, on the Daemen web page, and in the Graduate Bulletin. [**NOTE:** Regarding leaves and/or extensions, applying for a leave or an extension from Daemen College does not preclude students from applying to the New York State Education Department for an extension of their initial certification. The New York State Education Department stipulates that from the date of their initial certification, individuals have five years to complete their professional certification, which includes the completion of a Masters degree.]

Alternative Certification (Trans B)

Master of Science in Childhood Special Education and General Education (Grades 1-6) – Alternative Certification (Transitional B Certificate)

Requirements

- SED503 Assessment and Evaluation of Students with Disabilities (3)
- SED504 The Reading Process for Students with Disabilities (3)
- SED505 Classroom and Behavior Management for Students with Disabilities (3)
- SED515 Introduction to Theories of Learning, Child Development and Cognitive Studies (3)
- SED516 Introduction to Special Education, Educational Policies, Community Education, and Working with Families (3)
- SED517 Instructional Methods and Strategies for Effective Classroom Management of Learners with Special Needs (3)
- SED519 Literacy Instruction and Students with Learning Disabilities (3)
- SED522 Curriculum Adaptation/Modifications in the Content Areas of Mathematics, Science, Social Studies and Technology (3)
- SED523 Survey of Learning Disabilities and Instructional Methods (3)
- SED570 Special Education Student Teaching and Seminar at the Primary Level for Children with Disabilities (3)
- SED600 Research Methods in Special Education (3)
- SED610 Seminar in Special Education/Action Research (3)
- **Research Project:** SED699 Research Project in Special Education **OR** successful completion of the Comprehensive Exam (SED696) (0-3): The Comprehensive Examination yields no credit. Successful completion of the exam will be referenced on the academic record as SED696 Comprehensive Exam, grade of Pass, 0 credit.
- **TOTAL PROGRAM REQUIREMENTS = 36-39 CREDITS**

ADDITIONAL REQUIREMENTS FOR CERTIFICATION

Consult Daemen's Office of Education - Alternative Certification (Brooklyn/Lakewood) Programs for further information.

NOTE: Students completing the following additional two courses will also be eligible for the Early Childhood Special Education certificate: ECSE521 Language Communication Development for Young Children with Special Needs (3); ECSE522 Infant Development & Intervention with Assistive Technology (3).

Master of Science in Early Childhood Special Education and General Education (Birth – 2) – Alternative Certification (Transitional B Certificate)

Requirements

- ECSE521 Language Communication Development for Young Children with Special Needs (3)
- ECSE522 Infant Development and Intervention with Assistive Technology (3)
- ECSE524 Transdisciplinary Intervention and Family Involvement (3)
- ECSE570 Student Teaching and Seminar in Early Childhood Special Education (B-2) (3)
- ECSE610 Seminar in Early Childhood/Action Research (3)
- SED504 The Reading Process for Students with Disabilities (3)
- SED505 Classroom and Behavior Management for Students with Disabilities (3)
- SED516 Introduction to Special Education, Educational Policies, Community Education, and Working with Families (3)
- SED517 Instructional Methods and Strategies for Effective Classroom Management of Learners with Special Needs (3)
- SED519 Literacy Instruction and Students with Disabilities (3)
- SED535 Reading Diagnosis and Instruction (3)
- SED553 Assessment, Evaluation and Intervention Strategies for Young Children with Special Needs (3)
- SED600 Research Methods in Special Education (3)
- **Research Project:** SED699 Research Project in Special Education **OR** successful completion of the Comprehensive Exam

(SED696) (0-3): The Comprehensive Examination yields no credit. Successful completion of the exam will be referenced on the academic record as SED696 Comprehensive Exam, grade of Pass, 0 credit.

- **TOTAL PROGRAM REQUIREMENTS = 39-42 CREDITS**

ADDITIONAL REQUIREMENTS FOR CERTIFICATION

Consult Daemen's Office of Education - Alternative Certification (Brooklyn/Lakewood) Programs for further information.

NOTE: Students completing the following additional two courses will also be eligible for the Childhood Special Education certificate: SED522 Curriculum Adaptation/Modifications in the Content Areas of Mathematics, Science, Social Studies, and Technology (3); SED523 Survey of Learning Disabilities and Instructional Methods (3).

Plan Of Study

In most cases, students follow a pre-designed sequence of courses which results in completion of degree requirements in 3-4 terms. Those matriculated students who do not follow the traditional sequence of studies are required, early in their enrollment in Daemen courses, to meet with a program representative to design a Plan of Study. The Plan will outline the timeframe for completion of program requirements.

Course Repeats

It may be necessary for a student to repeat a course to achieve a satisfactory grade. Students must earn a minimum grade of B when repeating a course. Issues and questions regarding minimum grade requirements should be directed to the Program Director or to a program representative.

Transfer Credit

Any student seeking permission to transfer courses or seeking permission for course substitutions must contact the Program Director. Any academic credit for which the student seeks permission to be transferred from other institutions/agencies to fulfill a required course requires submission of an official transcript directly from the institution at which they were completed, or the agency which sponsors the course/examination. Official transcripts may be sent directly from the source institution to any of the following: Daemen's Registrar's Office; Daemen's Office of Education - Alternative Certification (Brooklyn/Lakewood) Programs; Total Testing Incorporated (TTI), whose personnel will forward the documents to Daemen's Office of Education - Alternative Certification (Brooklyn/Lakewood) Programs. Official transcripts must be received by the date announced by Daemen's Registrar for each prospective degree conferral period. The Program Director will review the viability of individual course-related requests and, if the request is approved, will provide written approval for documentation purposes.

Requirements for Graduation

- A. Completion of all course work as defined on the student's Plan of Study
- B. A minimum grade of B earned in all courses, thereby resulting in a minimum cumulative grade point average of 3.00.
- C. All degree students are required to file a Brooklyn/Lakewood program Application for Degree form with the Registrar's Office at the onset of the final term of study. The form is accessible from Daemen's Office of Education - Alternative Certification (Brooklyn/Lakewood) Programs.

Time Limitation

A student admitted to the program is expected to maintain continuity in the academic program and enroll in each cycle in each term until all requirements are completed (generally 3-4 terms). Typically, all requirements for the program must be completed within a period of 18 months from the student's initial enrollment for graduate study. Extension of the time limit may be granted when circumstances warrant.

Education Courses

Adolescence Education

AE 500: Dimensions of Learning and Teaching -Content Specific (6)

This course provides a thorough review of the principles, concepts and theories used in teaching adolescents. The main focus will be on the five Dimensions of Learning that facilitate learning for adolescents. Field Experience Required. Offered Fall and Spring. (GR)

AE 503: Assessment and Evaluation in Adolescence Education (3)

The purpose of this course is to provide an overview of current trends in normative, summative and criterion based, and informal methods of educational assessment and evaluation. The course will examine the considerations necessary for effective measurement of academic performance of students. Field Experience Required. Offered Fall and Spring. (GR)

AE 511: Adolescent Psychology (3)

This course discusses the psychological changes between childhood and adulthood, including the psychological correlation of physical maturation, cognitive changes and social challenges facing adolescents. Field Experience Required. Offered Fall and Spring. (GR)

AE 513: Foundations of Education (3)

This course provides an overview of the historical, philosophical, and sociological foundations upon which pedagogical practice in the United States rests. In addition, educational statutes, legislation, and judicial decisions will be addressed. Offered Spring and Summer. (GR)

AE 515: Specific Methods of Teaching Secondary Subjects (6)

The primary purpose of this course is to provide an overview of general and specific methods used in teaching students in secondary schools. Instruction will focus on the New York State Learning Standards/ Common Core Learning Standards and include: policy curriculum requirements; assessment, evaluation and reporting; literacy and technology across the curriculum; and an observation module. Particular emphasis will be placed on the characteristics, definitions, standards, and trends in effective schools and the developments of relevant and meaningful teaching-learning experiences. Field Experience Required. Offered Fall and Summer. (GR)

AE 524: Management Strategies for the Inclusive Secondary Classroom (3)

This course focuses on the development and the implementation of differentiated instruction, the skills necessary to prevent classroom misconduct, and the methods to improve classroom climate. In addition, this course provides information on the strategies necessary for working with students with disabilities in a mainstream classroom. Issues will include effective communication, management of an IEP, and understanding inclusive adolescents. The course will also include observations of some actual secondary classrooms. Offered Spring and Summer. (GR)

AE 525: Literacy Theory at the Secondary Level (3)

This course focuses on the foundational concepts of reading and writing at the adolescent level. Reading instruction, literacy enrichment, and remediation will be explored. Field Experience Required. Offered Spring and Summer. (GR)

AE 536: Literacy in the Content Areas (3)

This course connects English Language Arts standards to the content presented in a secondary core classroom. The main focus is on designing lessons which infuse reading, writing, speaking and listening into lessons and units. Field Experience Required. Offered Spring and Summer. (GR)

AE 579: Student Teaching and Seminar at the Intermediate Education Secondary Level (7-9) (3)

Students will have one professional laboratory experience at the middle school level (grades 7-9) and one at the high school level (grades 10-12). This includes observations of classroom situations with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with a college supervisor. Prerequisites: AE 500, 503, 511, 513, 515, 524, 525, 536, 600 and 610. Offered Fall and Spring. (GR)

AE 580: Student Teaching and Seminar at the Senior Secondary Level (10-12) (3)

Students will have one professional laboratory experience at the middle school level (grades 7-9) and one at the high school level (grades 10-12). This includes observations of classroom situations with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with a college supervisor. Prerequisites: AE 500, 503, 511, 513, 515, 524, 525, 536, 600 and 610. Offered Fall and Spring. (GR)

AE 600: Research Methods in Education (3)

This course will emphasize direct investigation, methods, procedures, and reviews of research in education. The course will survey the various types of research that can be conducted and discuss the collection, analysis and reporting of findings based on sound methodological procedures. Offered Fall and Summer. (GR)

AE 610: Seminar in Education/Action Research (3)

This course will provide an opportunity for students to investigate and research the literature in their respective specializations and integrate this with knowledge of best practices, current trends and controversial issues. The course is designed to promote an interdisciplinary perspective by insuring that students within different specializations comprise each seminar group. Offered Fall and Summer. (GR)

AE 696: Comprehensive Examination (0)

Candidates admitted to the graduate programs have the option to take a comprehensive exam at the end of their program of study or complete a thesis/research project (AE 699). Exam questions will be based on courses and field experiences of the graduate programs. (GR)

AE 699: Research Project in Education (3)

This course is an alternative culminating project to the comprehensive exam, and is available, with the approval of the chair, to graduate candidates pursuing a Master's degree in adolescent education. Candidates admitted to the graduate programs have the option to take a comprehensive exam (AE 696) at the end of their program of study or complete a thesis/research project. Under the direction of a faculty advisor, the candidate will demonstrate the capacity to complete independent research that he/she facilitates, organizes, and expresses in both oral and written form of an original thought or of questions that relate to his/her professional skills or interests in the field of adolescent education. Prerequisites: AE 600 and AE 610. (GR)

Childhood Education

CE 500: Dimensions of Learning and Teaching at the Primary Level (3 - 6)

The purpose of this course is to provide a thorough review of the principles, concepts and theories used in teaching children. The course also focuses on the five Dimensions of Learning that facilitate instruction for children. Field Experience Required. Offered Fall and Spring. (GR)

CE 502: Language Arts Methods (3)

The purpose of this course is to provide an understanding of Language Arts and how to design, plan, and implement teaching-learning experiences in English/Language Arts that meet state goals/outcomes. The course will focus on methods of teaching, speaking, listening, reading, and writing at the elementary level and various techniques for teaching these skills to young children. Field Experience Required. Offered Fall and Spring. (GR)

CE 503: Assessment and Evaluation in Childhood Education (3)

The purpose of this course is to provide an overview of current trends in normative, criteria, and informal methods of educational evaluation and assessment. The course will examine the validity, reliability and ethical considerations important for effective measurement of academic performance of students. These assessment materials will be aligned with state and district assessments that meet academic standards. Field Experience Required. Offered Fall and Spring. (GR)

CE 504: The Reading Process for Students with Disabilities (3)

This course presents the fundamentals of reading theory, instruction and assessment. Teaching strategies based on current special education methods and materials will be presented. Emphasis is placed on the development and utilization of a broad spectrum of pedagogical methodologies designed to foster reading literacy. Diagnostic, prescriptive and evaluative techniques appropriate to children with disabilities are addressed. Critical assessment of commercial reading and other language arts programs/materials are included. Prerequisites: CE 502. Offered Spring and Summer. (GR)

CE 505: Elementary Classroom Management (3)

The purpose of this course is to provide an extensive review of theories of classroom management at the elementary grade levels. The course will examine the development of classroom procedures, rules and consequences that allow a teacher to maintain effective control of his/her classroom. The course will also provide instruction in working with children with behavior problems and conducting functional behavior assessments and referrals as required by law for students with disabilities. Field Experience Required. Offered Fall and Summer. (GR)

CE 507: Methods & Content Instruction at the Junior Level (6)

This course offers a comprehensive study of teaching methods for the areas of Mathematics, Science, and Technology/Social Studies with a focus on integrating the subject areas. Current issues and trends in instruction will be investigated. Attention will be given to state and national standards and assessments in Mathematics, Science and Technology/Social Studies. Field Experience Required. Offered Spring and Summer. (GR)

CE 512: Collaborative Approaches with Inclusive Programs/Special Education (3)

This course is designed for the study of the teaching process with special emphasis on competencies necessary for effective communication. Specific emphasis will be given to the development of interpersonal skills required for various team members both in special and regular education. Issues explored will include: interpersonal relationships - the roles played by one's self-concept, perceptions, emotions; language, non-verbal communication, and listening versus hearing; intimacy and distance in relationships, improving communication climates, and managing interpersonal conflicts. Field Experience Required. Offered Fall and Summer. (GR)

CE 515: Diagnosis and Remediation of Students with Difficulties in Math (3)

This course is designed to explore assessment instruments and methods for use with students experiencing difficulty with mathematics. Emphasis is placed on the development and utilization of a broad spectrum of pedagogical methodologies for developing skills and understanding of mathematics. Also discussed will be current research on attitudes and equity issues in mathematics. Offered Spring and Summer. (GR)

CE 520: Mathematics for the Teacher (3)

This course allows teachers of mathematics at the elementary level the opportunity to explore the mathematics they teach. The emphasis is on building content knowledge. In the process, participants will also explore various theories of learning, approaches to curriculum, standards-based instruction, instructional strategies, technology, and methods of assessment. Offered Spring and Summer. (GR)

CE 530: Children's Literature (3)

Extensive survey of children's literature with special attention to standards of evaluation, principles of selections, and analysis of the reading interests of children. The student will also participate in a reading clinic working with young children experiencing reading delays. Offered Spring and Summer. (GR)

CE 531: Practicum in Teaching Mathematics, Science and Technology (3)

The purpose of this course is participation in a professional teaching situation for the content areas of Mathematics, Science and Technology that includes 50 clock hours. The college instructor will supervise this practicum. Offered Spring and Summer. (GR)

CE 534: Reading in the Content Areas (3)

The primary purpose of this course is to assist in the development of a competent, professional classroom teacher who is sensitive to the interdisciplinary, cohesive nature of learning through speech, language and communication. In this regard, the participants will be able to: (1) list the major components of a language arts program across the grade levels; (2) utilize all content areas to develop and reinforce language skills; (3) explore multiple strategies and a variety of instructional materials utilized to teach language arts in a cross-disciplinary approach; (4) critique innovations in teaching the language arts; (5) evaluate commercially-prepared language arts and language arts related programs and materials. Offered Spring and Summer. (GR)

CE 575: Student Teaching and Seminar in Childhood Education (6)

Professional practicum experience at the elementary grade level that includes observations of regular classroom activities with gradually increasing responsibility through participation under supervision of a master teacher. Student teachers are also required to attend periodic seminars with the college supervisor during the semester. Prerequisites: CE 500, 502, 503, 505, 507, 512, 600, 610, and either the literacy concentration courses (504, 530, 534) or the numeracy concentration courses (515, 520, 531). (GR)

CE 600: Research Methods in Education (3)

The course will emphasize direct investigation, methods, procedures, and reviews of research in education. It will examine the various types of research that can be and are conducted and the collection, analysis and reporting of finding based on sound methodological procedures. Offered Fall and Summer. (GR)

CE 610: Seminar in Education/Action Research (3)

This course will provide an opportunity for students to investigate and research the literature in their respective specializations and integrate this with knowledge of best practices, current trends and controversial issues. The course is designed to promote an interdisciplinary perspective by insuring that students within different specializations comprise each seminar group. (GR)

CE 696: Comprehensive Examination (0)

Candidates admitted to the graduate programs have the option to take a comprehensive exam at the end of their program of study or complete a thesis/research project (CE 699). Exam questions will be based on courses and field experiences of the graduate programs. (GR)

CE 699: Research Project in Education (3)

This course is an alternative culminating project to the comprehensive exam, and is available, with the approval of the chair, to graduate candidates pursuing a Master's degree in childhood education. Candidates admitted to the graduate programs have the option to take a comprehensive exam (CE 696) at the end of their program of study or complete a thesis/research project. Under the direction of a faculty advisor, the candidate will demonstrate the capacity to complete independent research that he/she facilitates, organizes, and expresses in both oral and written form of an original thought or of questions that relate to his/her professional skills or interests in the field of childhood education. Prerequisites: CE600 and CE610. (GR)

Early Childhood Special Education

ECSE 521: Language/Communication Development of Children with Special Needs (3)

This course will focus on the language and communication development of young children. Attention will focus on teaching students to design learning environments for infants and preschoolers that will enable, accommodate, and enhance the unique receptive and expressive modes of communication of children with special needs. Field Experience Required. Offered Fall and Spring. (GR)

ECSE 522: Infant Development and Intervention with Assistive Technology (3)

This course will prepare students to understand and appreciate the complex developmental issues and comprehensive interdisciplinary service needs of infants who are disabled or are at risk for a disability, and their families. From an educational perspective, it is impossible to view the needs and goals for the young child apart from those of the family. Early intervention (EI) services are now found throughout the United States, and recent research on brain development highlights the unique characteristics and needs of infants and the critical role of their caregivers in fostering optimal growth and development. The transactional model of EI emphasizes the importance of the continual and progressive interactions between the infant and the environment. Current research on the use of assistive technology in facilitating the infant's interactions with the environment will also be explored and incorporated into class discussions and assignments. Field Experience Required. Offered Fall and Spring. (GR)

ECSE 524: Transdisciplinary Intervention and Family Involvement (3)

With the implementation of family-centered services and the inclusion of young children with special needs in naturalistic environments, personnel need to be able to work collaboratively as members of teams with family members, with others in their own disciplines, and with individuals from an array of other disciplines. The early childhood special educator must be knowledgeable about the philosophical base, methodological approaches, and terminologies of the discipline with which collaboration/consultation occurs. In transdisciplinary team approaches, all team members share their expertise, become sensitive to understanding boundaries of their professional disciplines to maximize what they can offer to the child and his or her family. Students will receive instruction from a parent of a child with a disability and a team of professionals who will model transdisciplinary service delivery and instruct students in a cross-disciplinary model of intervention. Field Experience Required. Offered Fall and Spring. (GR)

ECSE 570: Student Teaching and Seminar in Early Childhood Special Education (B-Gr2) (3)

One professional laboratory experience covers observation of special education classroom situation with gradual increasing responsibility through participation under supervision. Individual student teachers are guided by periodic seminars with the ECSE 570 college supervisor. Offered Fall and Spring. (GR)

ECSE 610: Seminar in Early Childhood/Action Research (3)

This course will provide an opportunity for students to investigate and research the literature in their respective specializations and integrate this with knowledge of best practices, current trends and controversial issues. The course is designed to promote an interdisciplinary perspective by insuring that students within different specializations comprise each seminar group. Offered Fall, Spring and Summer. (GR)

Education

EDU 518: Teaching to the Standards (3)

This course is intended to provide an advance level of training to students regarding the use of the Common Core learning standards and how specifically children with disabilities will meet these seven standards. The course will also examine methods of instruction, evaluation and content related to assisting the learner. Students will also participate in a PEER review process using Academy of Learning protocol. Offered As Needed. (GR)

Special Education

SED 500: Educational Psychology (3)

This course is designed to provide a thorough understanding of psychological concepts, principles and theories central to the teaching-learning process, including classroom problems encountered by educators. Offered Fall. (GR)

SED 501: Introduction to Special Education (3)

The course is a comprehensive survey of factors related to individuals with disabilities, including those who have learning disabilities, mental retardation, emotional or behavioral disorders, visual impairments, hearing impairments, physical handicaps, multiple handicaps, or who are gifted. Topics addressed in the course include definitions, prevalence, identification, characteristics, related vocabulary, educational implications, ancillary services, relevant legislation and litigation, and current issues and trends in special education. Offered Fall. (GR)

SED 502: Special Education: Laws and Trends (3)

This course provides an in-depth review of trends and legislation which impact on the disabled, the families of children with disabilities, and the professional people who serve the disabled. Identification, evaluation, and implementation of service delivery models will be included. The course will examine research implications and social movements for future trends in prevention, services, legislation, litigation and personnel preparation in special education. Co-requisite: SED 501. Offered Fall. (GR)

SED 503: Assessment & Evaluation of Students with Disabilities (3)

The purpose of this course is to offer an advance set of skills in assessment as it applies to the characteristics and needs of the student who is disabled (e.g. mentally retarded, learning disabled, or emotionally/behaviorally disordered). The course will emphasize the basic considerations of assessment and measurement, as well as the actual assessment instruments, techniques, and decisions which lead to appropriate educational programming for these target groups. The course will also examine the use of informal methods used in special education classrooms; portfolio assessment, authentic assessment, observation, anecdotal and various recording methods will also be covered. Field Experience Required. Offered Fall, Spring and Summer. (GR)

SED 504: The Reading Process for Students with Disabilities (3)

This course presents the fundamentals of reading theory, instruction and assessment. Teaching strategies based on current special education methods and materials will be presented. Emphasis is placed on the development and utilization of a broad spectrum of pedagogical methodologies designed to foster reading literacy. Diagnostic, prescriptive and evaluative techniques appropriate to the child with disabilities are addressed. Critical assessment of commercial reading and other language arts programs/materials is included. Prerequisite: SED 502. Field Experience Required. Offered Fall, Spring and Summer. (GR)

SED 505: Classroom and Behavior Management for Students with Disabilities (3)

The competencies, knowledge and skills necessary to conduct effective behavior management programs for the benefit of students with disabilities in a variety of special education settings and inclusive programs will be emphasized. The course will also examine the principles of applied behavior analysis, cognitive behavior modification, and other approaches used in assisting students with special needs to monitor and manage their own behavior. Field Experience Required. Offered Spring. (GR)

SED 506: Instructional Methods and Strategies for Learners with Special Needs (3)

The skills and competencies needed to effectively organize instructional programs and environments will be covered. Techniques for organizing instruction will include such skills as: designing educational goals, instructional objectives, task analysis, lesson planning, curriculum design, environmental arrangements, scheduling, developing IEPs and use of informal assessment/evaluation methods in the classroom. Other skills addressed include classroom management and working with mildly disabled learners within an inclusive setting. Field Experience Required. Offered Fall, Spring and Summer. (GR)

SED 512: Collaborative Approaches within Inclusive Programs (3)

A course designed for the study of the teaching process with special emphasis on competencies necessary for effective communication and interaction with parents, students, ancillary personnel, peers, paraprofessionals, and volunteers. Specific emphasis will be given to the development of interpersonal skills required for various team members both in special and regular education. Issues explored will include: interpersonal relationships - the roles played by one's self-concept, perceptions, emotions; language, nonverbal communication, and listening versus hearing; intimacy and distance in relationships, improving communication climates, and managing interpersonal conflicts. Field Experience Required. Prerequisites: SED 502, 506. Offered Summer and Fall. (GR)

SED 513: Survey of Learning Disabilities (3)

This course provides an historical overview of services, assessment, theories of intervention strategies, and classroom models for children with learning disorders. The etiology of learning disabilities and its' prolific growth will be presented and what schools and teachers must do to accommodate these learners. This course will also examine national organizations, definitions, discrepancy of potential and achievement and other identification issues for these learners. Offered Fall. (GR)

SED 515: Introduction to Theories of Learning, Child Development and Cognitive Studies (3)

The course will provide a thorough understanding of child development, psychological concepts, principles and theories involved in the teaching-learning process. This course will also cover current cognitive theories of learning and brain-based learning studies used in today's classroom. Offered As Needed. (GR)

SED 516: Introduction to Special Education, Educational Policies, Community Education, and Working with Families (3)

The course is a comprehensive survey of factors related to individuals with disabilities, including those who have learning disabilities, mental retardation, emotional or behavioral disorders, visual impairments, hearing impairments, physical handicaps, multiple handicaps, or who are gifted. Topics addressed in the course include definitions, prevalence, identification, characteristics, related vocabulary, educational implications, ancillary services, relevant legislation and litigation. The course will also provide an advance understanding of the historical, philosophical and sociological practices in education, an analysis of the social structure of the community and suggestions on how to involve community members and families in the education of children. Focus will also be given to collaboration with family members as a part of the educational team. Field Experience Required. Offered Fall and Spring. (GR)

SED 517: Instructional Methods and Strategies for Effective Classroom Management for Learners with Special Needs (3)

The skills and competencies needed to effectively organize instructional programs and environments will be covered. Techniques for organizing instruction will include such skills as: designing educational goals, instructional objectives, task analysis, lesson planning, curriculum design, environmental arrangements, scheduling, developing IEPs and use of informal assessment/evaluation methods in the classroom. Other skills addressed include classroom management and working with mildly disabled learners within an inclusive setting. Field Experience Required. Offered Fall and Spring. (GR)

SED 519: Literacy Instruction and Students with Learning Disabilities (3)

Offered in the Alternative TRANS-B program; not available at Main Campus. This course presents a variety of research-based methods and curricula currently used for teaching literacy skills for students with special needs. Emphasis will be placed on the development and utilization of a broad spectrum of pedagogical methodologies designed to foster literacy. Diagnostic, prescriptive and evaluative techniques appropriate to the child with disabilities will be addressed. Critical assessment of commercial reading and other language arts materials/programs is included. Field Experience Required. Offered Fall, Spring and Summer. (GR)

SED 522: Curriculum Adaptations/ Modifications In the Content Areas of Math, Science, Social Studies, and Technology (3)

IDEA (1997) affords students with learning disabilities special services within the least restrictive environment. These services include accommodations and modifications as documented by the child's IEP. This course will cover mandated modifications in the areas of environmental/management, materials, content, instructional and testing/evaluation modifications across content areas in order to maintain the child with special needs in the regular education classroom and curriculum. Field Experience Required. Offered Fall. (GR)

SED 523: Survey of Learning Disabilities and Instructional Methods (3)

This course provides an historical overview of services, assessment, theories of intervention strategies, and classroom models for children with learning disorders. The etiology of learning disabilities and its prolific growth will be presented and what schools and teachers must do to accommodate these learners. This course will also examine national organizations, definitions, discrepancy of potential and achievement and other identification issues for these learners. Field Experience Required. Offered Fall and Spring. (GR)

SED 535: Reading Diagnosis and Instruction (3)

This course provides for advance skill development of competencies for successful assessment and instruction for problem readers. The course will cover specific informal and formal assessment methods used in reading. The primary purpose of this course is to assist in the development of a competent classroom teacher who can successfully assess and design instructional plans for problem readers. In this course, the participants will develop competence in assessing and evaluating readers. They will explore and critique various informal and formal assessments. They will also have the opportunity to implement assessments, and analyze and interpret results, determine an instructional focus based on the data gathered, and address materials and methods that can be used with atypical readers. Field Experience Required. Offered As Needed. (GR)

SED 540: Survey of Emotional and Behavioral Disorders (3)

This course provides a historical overview of services, assessment, theories of and intervention strategies for children with emotional/behavioral disorders. Etiological concerns will cover the roles of biology, sociological phenomena, family, and the school. (GR)

SED 553: Assessment, Evaluation, and Intervention Strategies for Young Children with Special Needs (3)

This course provides a look at issues, the legal basis, and the functions of assessment of infants, toddlers and preschoolers with special needs. Assessment is an important and ongoing responsibility of professionals who work with young children with special needs and is necessary, not only to meet federal and state mandates, but also to plan appropriate intervention strategies and to monitor the effectiveness of services provided. Special emphasis will be placed on incorporating current research into the course objectives, including a recognition of the high priority now placed on family-centered assessment and intervention, on assessment in the natural environment, and on the importance afforded to the role of interdisciplinary assessment strategies. After reviewing assessment issues and instruments in class, students will select one or more authentic and performance-based assessment tools; conduct an assessment of a young child in a natural environment, using both informal and formal assessment methods; review the child's records; interview with significant caregivers; and then, based on the findings, develop and implement an intervention strategy and record the results. All phases of the process will be monitored and supervised by college and professional personnel. Field Experience Required. Offered Fall and Spring. (GR)

SED 559: Introduction to Autism Spectrum Disorders (3)

The course will provide participants with a framework for understanding the definition and history of autism. The medical and educational knowledge of treatment efforts to promote the appropriate education and services for young children, adolescents and young adults with Autism Spectrum Disorders (ASD) will be discussed. The course will also focus on the social and communication needs of children with ASD. This course is intended as a general overview of autism. Offered Spring and Summer. (GR)

SED 570: Special Education Student Teaching and Seminar at the Primary Level for Children with Disabilities (3)

Two professional laboratory experiences cover observation of special education classroom situation with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with the college supervisor. Students seeking initial certification will complete this experience. Prerequisites: 502, 503, 504, 505, 506, 512. Offered Fall and Spring. (GR)

SED 580: Special Education Student Teaching and Seminar at the Intermediate Level for Children with Disabilities (3)

This course is designed to provide candidates with comprehensive classroom teaching experiences, which serve to culminate the professional sequence of teacher preparation and other related courses. Student teachers will be presented with the opportunity to observe, practice, discuss, evaluate, and modify teaching strategies and methods in intermediate childhood special education classroom settings (grades 4-6). Within the professional laboratory experience, candidates will be provided with gradually increasing lesson presentation and teaching responsibilities with the ultimate outcome of attending to all of the details that comprise a full day and week(s) of teaching. (GR)

SED 600: Research Methods in Special Education (3)

The course will emphasize direct investigation, methods, procedures, and reviews of research in special education. It will examine the various types of research that can be and are conducted and the collection, analysis and reporting of findings based on sound methodological procedures. Prerequisites: SED 502, 503, 506. Offered Fall and Spring. (GR)

SED 602: Special Education: Laws and Trends (3)

An in-depth review of legislation which impacts on the disabled, the families of children with disabilities, and the professional people who serve the disabled. Research implications and social trends in prevention, service, legislation, litigation and personnel preparation in special education. Offered Fall. (GR)

SED 603: Standards Based Assessment and Instruction for Students with Disabilities (3)

The course will emphasize the use of standards-based instruction and learning with assessment and measurement, as well as assessment instruments and decisions which lead to appropriate educational programming. Offered Spring. (GR)

SED 606: Instructional Methods and Strategies for Students with Disabilities (3)

The course will focus on understanding and facilitating the learning process to support students with mild to moderate disabilities who are within regular and special education settings to become independent and life-long learners. The components of effective curricular and instructional design, including outcomes, assessment, goal setting, learning activities and measurement of outcomes will be related to NYS Standards. Offered Fall. (GR)

SED 610: Seminar in Special Education/Action Research (3)

This course will provide an opportunity for candidates to investigate and research the literature in a designated and/or variety of specializations(s) and integrate the results of this research with knowledge of best practices, current trends and controversial issues. Candidates will have opportunities to 1) evaluate published research utilizing their existing SED 600 knowledge base, 2) expand their analytical abilities by learning about additional quantitative, as well as qualitative, research designs (e.g. correlational, single-subject, ethnographic, etc.), and 3) synthesize findings in designated research areas in the form of at least one well-crafted literature review. Offered Fall, Spring and Summer. (GR)

SED 612: Quality Inclusion/Collaboration Methods (3)

The study of the teaching process with special emphasis on competencies necessary for effective communication and interaction with parents, students, ancillary personnel, peers, paraprofessionals, and volunteers. The focus will be on mastery of how inclusion and the various service models allow for the team teaching of students with disabilities in the regular education setting. The course will examine collaboration, reciprocal teaching methods and strategies for academic and social inclusion of students. Offered Fall. (GR)

SED 615: Issues, Trends, and Research in Special Education (3)

This course is designed as a seminar for the discussion of current issues and trends in special education. The role of research in educational reform will be highly emphasized. Topics may include, but are not limited to, inclusive education, collaborating with parents and professionals, assessment, early intervention, transition, and categories of disability. (GR)

SED 635: Reading Diagnosis and Instruction (3)

This course provides for advanced skill development of competencies for successful assessment and instruction for problem readers. The course will cover specific informal and formal assessment methods used in reading. A 10 hour practicum is required. Offered Spring. (GR)

SED 639: The Writing Process and Students with Disabilities (3)

This course will investigate all stages of the writing process from both a student and teacher perspective. The focus will be on how to apply this information with students with disabilities in the regular and special education classroom. Offered Summer. (GR)

SED 642: Curriculum Modifications in the Content Areas of Mathematics, Science, Social Studies, and Technology (3)

This course examines specific content and instructional strategies for teaching Math, Science, Technology and Social Studies to students with disabilities in the regular and special education classroom. Offered Spring. (GR)

SED 696: Comprehensive Examination (0)

Candidates admitted to the graduate programs have the option to take a comprehensive exam at the end of their program of study or complete a thesis/research project (SED 699). Exam questions will be based on courses and field experiences of the graduate programs. (GR)

SED 699: Research Project in Special Education (3)

This course is an alternative culminating project to the comprehensive exam, and is available, with the approval of the chair, to graduate candidates pursuing a Master's degree in special education. Candidates admitted to the graduate programs have the option to take a comprehensive exam (SED 696) at the end of their program of study or complete a thesis/research project. Under the direction of a faculty advisor, the candidate will demonstrate the capacity to complete independent research that he/she facilitates, organizes, and expresses in both oral and written form of an original thought or of questions that relate to his/her professional skills or interests in the field of special education. Prerequisites: Core courses and specialization courses. (GR)

Master of Science – Executive Leadership And Change

Mission Statement

The Philosophy of the Executive Leadership and Change Master of Science Program: Effective leaders have an accurate sense of themselves. They model, teach, and advocate the values of authenticity, empowerment, creative and critical thinking. To promote collaboration, trust and community building, they take advantage of diversity of style, experience and culture. Executive leaders understand and facilitate change to meet the challenges of an increasingly complex, fast-paced, global society. Leaders need the skills to create and communicate a positive view of the future, which is in harmony with the values of their organization and the larger community. The role of the leader is to inspire and facilitate this transition.


In keeping with Daemen College's belief that leadership is fundamentally service, the leader's role is defined to include a sense of civic responsibility and ethical decision making. The interdisciplinary curriculum provides participatory interactive experiences and opportunities for reflection as the primary methods for exploring leadership and change.

The Executive Leadership and Change program characterizes leadership as an ongoing learning process, thus building capacity in the leader, their organizations and in the other team members involved in leading positive change.

Program Objectives

- Apply contemporary leadership models and theories as they analyze and shape personal leadership style of the student (develop personal Mission – Vision, Strategic Goals and Learning Objectives).
- Change behavior through self-knowledge, cultural sensitivity, team dynamics and systems thinking.
- Reflect on their experience when applying new knowledge, skills and approaches.
- Develop skills for effective leadership guided by ethical values.
- Nurture creative and critical thinking skills necessary to effect personal and organizational change.
- Integrate the advantages of a liberal learning philosophy into a framework of leadership skills and organizational behaviors.
- Acknowledge and fulfill their roles as leaders of change personally, organizationally and in the community with specializations in Business, Health Professions, Not for Profit or Higher Education contexts.

Admission Requirements

1. Complete [online application](#).
2. Provide a written statement from the applicant which describes the applicant's own interest in the Executive Leadership and Change degree and assesses the applicant's strengths as a leader and describes what the applicant hopes to gain from a graduate degree.
3. Provide a resume of professional experience.
4. Provide two letters of recommendation from an employer, professional colleague, or major professor which evaluate the applicant's leadership potential and capacity to complete a graduate degree.
5. Submit official transcript(s) from all accredited colleges or universities attended indicating the award of an undergraduate degree (international applicants must submit foreign transcripts in the original language and an English copy).
6. Complete  [Health form](#).
7. Submit an official TOEFL score by each international applicant who has graduated from a foreign college or university and whose native language is not English.
8. Complete personal interview with program director.

Required Courses

- LEAF500 Organizational Leadership and Self Development (3)
- LEAF501 Critical Thinking, Problem Solving & Decision Making: Methods of Organizational Research (3)
- LEAF502 Leadership and Organizational Ethics, Values, and Social Environment (3)
- LEAF513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAF514 Leadership and Community: Empowerment, Collaboration and Dialogue (3)
- LEAF515 The Business of Leadership: Financial, Organizational, and Cultural (3)

- Specialty Track Studies: Students complete 3 credits in their specialty track. Course options are:
 - LEAF525 Leadership in Higher Education (3)
 - LEAF526 Leadership in Business (3)
 - LEAF527 Leadership in Non-Profit Organizations (3)
 - LEAF528 Leadership in Health Care Organizations (3)
- LEAF529 Transformational Leadership and Organizational Change (3)
- LEAF530 Customers, Stakeholders and Markets (3)
- LEAF540 Research Project/Thesis in Executive Leadership and Change I (3)
- LEAF541 Research Project/Thesis in Executive Leadership and Change II (3)
- LEAF560 Capstone Course in Leadership (3)

TOTAL PROGRAM REQUIREMENTS = 36 CREDITS

Specialty Track

Executive Leadership and Change students customize their project and complete one course in one of four specialty tracks: Business; Health Professions; Higher Education; Not-for-Profit Organizations.

Program Structure and Time Limitation

Students in the program enter and finish as a cohort, maintaining continuous registration in sequenced courses. The ordinary time limitation for completion of the program is accordingly, from the time of first enrollment, three years. Compliance with the time limitation will be monitored by the Program Director. While this model offers an optimal learning experience, exceptions may be made for people who must temporarily leave the program. Such students must discuss their situation with the Program Director and file a formal Leave of Absence. The precise timing of the student's return from leave will be subject to the sequence availability within an appropriate cohort for the student's program re-entry. In cases where lack of an appropriate cohort causes a student to exceed the allowed one year's leave of absence from the program, the student will be permitted, and expected, to re-enroll at the earliest availability of an appropriate cohort. All other Daemen College policies on Leaves of Absence and time limitations for program completion (including extensions) will apply.

Requirements for Graduation

A minimum cumulative grade point average (GPA) of 3.00 must be maintained to remain in good standing. A failed course must be repeated. It may also be necessary to repeat coursework in which a grade below B (3.0) has been earned in order to maintain the 3.0 overall GPA. A student is allowed a maximum of two repeats before being dismissed from the Executive Leadership and Change program.

Application for Degree: All graduate students are required to file an [Application for Degree](#) form with the Registrar's Office at the onset of the final term of study. The application form is accessible on the Registrar's web page.

Executive Leadership and Change Courses

Leadership

LEAF 500: Organizational Leadership and Self Development (3)

Drawing on material from various social science disciplines, this integrative course focuses on the research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings. Students explore the relationship between personality style and effective behaviors of the socially responsible leader. This course follows the historical development of leadership theory and examines multiple leadership models with their associated strengths and criticisms. Personal assessments are used to promote a broad understanding of leadership in an ethical context. Topics include personality theory, leadership style, including transactional leadership, path goal, contingency and trait approach theories, transformational leadership, leader-member exchange, holistic, servant, and social change models. Also covered are theories of group development, motivation, power, authority, disclosure and feedback. Approaches include diagnostic instruments for self and others, role-plays, case studies, a writing project to establish a personal mission statement, and formulating strategies for balancing work and personal goals. The Leadership Portfolio is introduced. Prerequisite: Majors only or permission of instructor. Offered Fall (weekends) and Spring (Tuesday nights). (GR)

LEAF 501: Critical Thinking, Creative Problem Solving, and Decision Making: Methods of Organization Research (3)

The main goal of this course is to provide students with balanced, differentiated thinking skills and facilitation tools necessary for effective problem solving and decision-making. The course is based on a model of creative problem solving and decision-making, originating in Buffalo, which unites a firm understanding of various problem solving methodologies with deliberate creative and critical thinking skills. The course includes the study of the inquiry process appropriate to investigation of organizational climate and group behavior. Topics include divergent, convergent and systems thinking, facilitation, collecting and processing information, clarifying core issues, weighing multiple potential solutions, developing and implementing an action plan. The organizational processes and skills practiced include identifying complex challenges, data collection, ideation, forecasting, decision-making under uncertainty, and communicating or implementing results. Teaching methods include lecture, computer assignments, case studies, and projects. Also, "scientific" ways of knowing will be contrasted with more intuitively based decision-making processes, demonstrating the importance of both in making ethical and personal leadership decisions. During this course, students will be encouraged to apply methodologies to their own experiences, and will engage in facilitation projects designed to allow them to use various methods to aid in the discovery of their own leadership decision-making processes. Prerequisite: Majors only. Offered Fall (weekends) and Spring (Tuesday nights). (GR)

LEAF 502: Leadership and Organizational Ethics, Values and Social Environment (3)

Effective leadership encompasses the ability to understand, rationalize and apply ethical principles in the decision making process. This course focuses on the influence that sound moral reasoning has in achieving appropriate parameters of conduct that benefits the individual, the institution as well as the larger community. Class lectures are forged around a participatory process wherein each student is required to present an in depth analysis of ethical issues common in everyday activities. Through the use of selective material and reading, core ethical dilemmas are explored for the purpose of assisting the student in recognizing the pervasiveness of ethics in our quest for effective leadership. Prerequisite: Majors only. Offered Fall (weekends) and Summer (Tuesday nights). (GR)

LEAF 513: Developing Leadership Skills: One-on- One Leadership, Conflict Management, and Team Building (3)

This course explores challenges and possibilities for effective leadership at three levels - the individual (both self and those being engaged in one-on-one interactions), the group or team, and the organization or system as a whole. Topics include systems thinking, coaching and feedback, the use and application of standardized assessment tools (including a 360 degree instrument), organizational theory, conflict management, emotional intelligence, leadership styles and team development. The emphasis throughout the course is on the practical application of leadership theories and models; participants are encouraged and supported in making connections with their real worlds of work, past, present and future. Significant in-class time of the course is used as a learning laboratory to explore various concepts around the self and team leadership. This includes collaboratively setting up a self-directing team and delivering a product to a defined customer. The context for the exploration of leadership at the three levels in LEAF 513 is the inherent complexity of organizations and organizational life, and the critical role of the leader in the organization's achievement of results and long-term sustainability. Learning methodologies include personal reflection and sharing of experiences, action learning, a written project and presentation, completion of leadership/learning log and extensive reading and dialogue. Prerequisite: Majors only. Offered Spring (weekends) and Summer (Tuesday nights). (GR)

LEAF 514: Leadership and Community: Empowerment, Collaboration, and Dialogue (3)

Through leadership immersion, an appreciation for and an understanding of the leadership processes of empowerment, collaboration, and dialogue in the context of creating and transforming community is obtained. Emphasis is given to understanding individual and group development, structures of collaboration and dialogue, and leadership that is oriented toward process rather than product. For this course, the student may work individually or within a small group to become knowledgeable about an agency or community group (identified below as practice setting), identify a goal/problem within the practice setting, and activate appropriate resources relating to the accomplishment of the goal or the solving of the problem. The student will apply action research methods to become knowledgeable about the practice setting. By spending time in a variety of positions within the practice setting, the student will become increasingly sensitive to the culture of the agency (or community group). Drawing on foundational theories relating to leadership style, decision-making and problem solving, the student will become familiar with the problem solving mechanisms already in place at the practice setting. Applying theories of group dynamics and strategies for negotiation, the student will work with pivotal people to develop a mini-project. The remainder of the course will be spent on activating appropriate resources to meet mutually agreed upon goals. Prerequisite: Majors only. Offered Spring (weekends) and Fall (Tuesday nights). (GR)

LEAF 515: The Business of Leadership: Financial, Organizational and Cultural (3)

This course examines financial administrative tools and leadership techniques as they apply to a variety of organizations. Financial accounting and financial reporting concepts will be introduced as important analysis and planning tools. The course covers the basic financial statements including the balance sheet, income statement, cash flow statement and notes to financial statements. Analytical procedures, budgeting cost concepts and ratio analysis will also be examined to evaluate profitability, liquidity and solvency of organizations. An additional component of the course will address the changing nature of the market place and explore the implications and ramifications for leadership. Cultural considerations are woven through the managerial topics of planning and organizing for domestic and global organizations. This course includes common business processes and skills, such as innovative problem solving, negotiation, and effective presentations. Teaching methods include role-plays, discussions, case studies, readings, and experimental exercises. Prerequisites: Majors only. Offered Spring (Tuesday nights) and Summer (Weekends). (GR)

LEAF 525: Leadership in Higher Education (3)

This course focuses on a variety of topics of importance to leaders in higher education. It encourages examination of the leadership demands specific to the higher education environment as well as personal application of these concepts. Common processes and skills studied are diversity and ethics, student development theory, governance, internal and external forces that impact higher education leaders, and strategic planning. Teaching methods include lecture, computer assignments, case studies, and projects, illuminating the different factors involved in leadership in a higher education organization. This course will include a variety of guest speakers from local universities. Prerequisite: Majors only. Offered Summer (weekends and Tuesday nights combined cohorts). (GR)

LEAF 526: Leadership in Business (3)

This course focuses on synthesizing the study of ethical and creative leadership into the context of business organizations. The course encourages examination of the leadership demands specific to the business environment as well as personal application of these concepts. Common business process and skills studied are financial statement analysis, strategic business units, the balance scorecard, budgeting, enterprise resource planning and acquisition analysis. Special attention is given to the legal and ethical context in the practice of interviewing, selecting, training, promoting, and terminating employees. Teaching methods include lecture, computer assignments, case studies, and projects, illuminating the different and often-conflicting factors involved in incorporating financial data in visionary decision-making. Prerequisite: Majors only. Offered Summer (weekends and Tuesday nights combined cohorts). (GR)

LEAF 527: Leadership in Non-Profit Organizations and Community-Based Change (3)

This course focuses on distinguishing the unique leadership skills and information sets necessary when leading within the not-for-profit (NFP) organizational context. This course explores theory and investigates specific methods and behaviors of successful leaders in the NFP sector. Specific emphasis is placed on complex system issues such as the impact of a NFP board governance structure, budgetary and labor related constraints balanced through the lens of ethical decision making and balancing purpose and mission with financial prudence. The course will also investigate the theory and practice of community-based change. In this exploration the course will consider the level of community engagement needed in the change process, the decision-making processes used to ensure buy-in, the necessity for the organization(non-profit)to balance the organization's needs and priorities with the community's expressed needs and priorities and examples of such community-based change strategies. Social entrepreneurship is introduced. Teaching methods include lecture, computer assignments, current topics, case studies, and projects. Prerequisite: Majors only. Offered Summer (weekends and Tuesday nights combined cohorts). (GR)

LEAF 528: Leadership in Health Care Organizations (3)

This course focuses on synthesizing the study of ethical and creative leadership into the context of business organizations. The course encourages examination of the leadership demands specific to the business environment as well as personal application of these concepts. Common business processes and skills studied are financial statement analysis, segment analysis, strategic business units, the balance scorecard, budgeting, enterprise resource planning and acquisition analysis. Demonstrated application of these approaches will be assessed through a strategic business and leadership plan. Special attention is given to the legal and ethical context in the practice of interviewing, selecting, training, promoting, and terminating employees. Teaching methods include lecture, case studies, research and projects, illuminating the different and often-conflicting factors involved in incorporating financial data in visionary decision-making. Prerequisite: Majors only. Offered Summer (weekends and Tuesday nights combined cohorts). (GR)

LEAF 529: Transformational Leadership and Organizational Change (3)

This course examines, in both theoretical and practical terms, the process of organizational change and the critical role that effective self leadership plays in successfully bringing it about and delivering the results required for long-term sustainability. Change is examined at two levels, that of the organizational and also from the perspective of the individuals who are leading or impacted by the change. Topics include the organization as a system, patterns of relationships in a hierarchical organization, how individuals create reality through personal frames of reference, Appreciative Inquiry, resistance to change, change as transition, transformational leadership, the change leader's habits and tactics, and change as a structured process. Throughout the course the participants will be encouraged to translate the course content to their work experience, both past and future, and to bring their work experience to the course. Learning methodologies include personal reflection and sharing of experiences, case studies, a written project and presentation, completion of leadership/learning log and extensive reading and dialogue. Prerequisite: Majors only. Offered Spring (Tuesday nights) and Summer (weekends). (GR)

LEAF 530: Customers, Stakeholders and Markets (3)

This course focuses on the individual as a leader and helps build understanding of the value the individual leader brings to his/her professional and personal arenas including how the leader is perceived by stakeholders and customers. Students examine the key elements of positioning, branding and marketing as well as the economic and motivational drivers in markets. Students refine their vision and mission statements and explore their uniqueness as leaders. They determine the market position of themselves as leaders and how their value proposition supports effective leadership and can serve as a leadership tool. Students develop their individual leadership brands and models and use the principles and practices of marketing to develop their individual leadership marketing plan. Learning methodologies include action learning, case and article analysis, personal reflection, and presentation. Prerequisite: Majors only. Offered Fall (weekends and Tuesday nights). (GR)

LEAF 540: Research Project/Thesis in Executive Leadership and Change I (3)

This course is the first of two courses that focus on research. This course prefaces LEAF 541. In this course, students will develop a project or thesis through independent study that entails research conducted under the supervision of a faculty member in an area of mutual interest to the student and the faculty member. Student assignments incorporate the collecting and processing of information, statistical inference, risk analysis, qualitative methodologies, and information technology. The course affords an opportunity to study a specific organizational problem or to institute an organizational change. In the second course, LEAF 541, students will design a new project or complete their thesis. Both courses afford students an opportunity to study and approach a specific organizational problem or to institute an organizational change. Both courses are offered in seminar fashion with an opportunity to not only explore your projects/thesis topics, but also to examine practical & timely leadership issues. Prerequisite: Majors only. Offered Spring (weekends) and Fall (Tuesday nights). (GR)

LEAF 541: Research Project/Thesis in Executive Leadership and Change II (3)

The second section of the research project/thesis consists of completing the thesis or identifying an independent project that entails research and leadership conducted under the supervision of a faculty member in an area of mutual interest to the student and the faculty member. Research support includes collecting and processing information, statistical inference, risk analysis, and information technology. The course affords an opportunity to study and approach a specific organizational problem or to institute an organizational change. While it is expected that LEAF 541 will be completed within the term of enrollment, the course automatically extends one semester to allow completion of the project/thesis. Prerequisite: LEAF 540. Offered Fall (weekends) and Summer (Tuesday nights). (GR)

LEAF 560: Capstone Course in Leadership (3)

This is the concluding integrative course of the leadership program. There are three important components of this capstone experience. First is the finalization and testing of each student's personalized model for their on-going leadership. Secondly, peer evaluation and discussion of the thesis or research projects under the direction of the seminar leader takes place. Finally, students present their leadership portfolio reflecting on their development and growth as a leader of change. The course helps individuals develop a renewed sense of self and learn how to foster the development of self-confidence and leadership competence. Individuals assess their core values and finalize a strategic personal leadership plan including a vision and mission statement, to be included in their leadership portfolio. The course helps participants focus attention on the creative potential of within them, in their colleagues and organizations. Appreciation for and understanding of different strategies and tools for fostering such developments in others is explored. Teaching methods include student presentation and simulations. As part of the second part of the course, students will be exposed to the concepts of leadership development, personal growth, leading with soul, managing stress and self-management, working effectively with people, organizational and personal change. Prerequisite: Majors only. Offered Fall (weekends and Tuesday nights). (GR)

LEAF 597: Independent Study in Executive Leadership Studies (1 - 6)

This independent study entails research conducted under the supervision of a faculty member in an area of mutual interest to the student and faculty member. The course affords an opportunity to study a specific organizational problem or area of interest. Prerequisite: Majors only. Offered by special arrangement. (GR)

Master of Science in Global Business

Philosophy of the Master of Science Global Business Program

All organizations now operate within a global environment, and to be successful a business professional must approach the marketplace with a global state of mind. No longer can activities be divided into domestic and international. The purpose therefore of the Master of Science in Global Business is primarily to instill a professional mastery of current and emerging global business issues that will provide the student with the expertise to compete successfully in the global marketplace. Secondly, the program allows the student to choose a functional area such as marketing or management information systems in which to specialize. These specialized courses allow the student to gain deeper insight into a functional area of business on the global scale.

Outcome Objectives

Upon completion of the master's program in Global Business the graduate will:

1. Demonstrate creative critical thinking skills to recognize problems, analyze uncertain situations, interpret evidence, develop alternative solutions, and to adapt and innovate with a global perspective.
2. Recognize the opportunities and challenges of globalization and apply managerial skills to global business.
3. Recognize ethical problems and apply standards of ethical behavior to management decisions.
4. Recognize the importance of corporate responsibility and incorporate socially responsible actions in the development of global organizational strategies.
5. Use technology and appropriate quantitative methods as tools of effective management.
6. Demonstrate effective, culturally appropriate communication skills.
7. Demonstrate well-developed leadership and teamwork skills for the effective implementation of mission-driven organizational policy in a multicultural global environment.
8. Integrate theoretical and practical applications across functional business areas and networks for the purpose of strategic planning, implementation and control.

Admissions

Students must meet the following master's level admission requirements:

- a. Possess a baccalaureate degree from an accredited college or university with a major concentration in a business related field, such as accounting, business administration, economics, management, or marketing.
- b. Have an undergraduate grade point average of 3.0 or higher. If a student has an undergraduate grade point average of less than 3.0, (s) he will be required to take the Graduate Management Admission Test (GMAT). The following guideline will be used to determine admission for matriculation: $(200 \times \text{undergraduate GPA}) + \text{GMAT score} > 1000$.
- c. A student with a baccalaureate degree from an accredited college or university not in a business related field may be admitted if 30 credit hours or more of the undergraduate degree were in business related courses, or if the student has the equivalent work experience.
- d. Provide two letters of recommendation that demonstrate the applicant's ability to undertake a rigorous program of academic study as well as address the applicant's leadership ability as the person making reference knows it.
- e. Demonstrate satisfactory oral and written English by a pre-admission interview, a pre-admission essay or, if applicable, a satisfactory TOEFL score.
- f. Submit a completed application form with fee.
- g. Submit a personal goal statement.
- h. Provide official transcripts from the institution that awarded the baccalaureate degree and any work completed at the graduate level.
- i. A student may enter the program on a non-matriculated basis and complete a maximum of two courses while gathering the above materials and awaiting official acceptance.

M.S. Global Business Scholarships

Four \$1,500 scholarships are available annually to new, full-time students in the M.S. Global Business program. These scholarships will be awarded based upon an application and essay submitted to a committee of the graduate faculty of the program. The scholarship will be prorated between two semesters (\$750/semester).

Application requirements may be obtained from the Director of the MS Global Business Program, Mr. John Blest, jblest@daemen.edu

Requirements

STAGE ONE: 9 credits

- MGT501 The Global Competitive Framework (3)
- MGT502 Ethics for Professionals in a Multicultural World (3)
- MGT503 Comparative Management (3)

STAGE TWO: 9 credits

- FIN601 Global Monetary System and Capital Markets (3)
- MGT504 Operational and Technology Issues in Global Business (3)
- MKT507 Strategic Planning for the Global Market (3)

STAGE THREE: 9 credits

- Electives (see below-Program Design/Specialty Track) (3)

STAGE FOUR: 3 credits

- MGT650 Directed Research (Accounting Specialty Track must complete ACC650 Directed Research in Acctg) (3)

TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

Program Design/Specialty Track

Students may opt to complete a generalized program in Global Business or they may select a functional area of business in which to specialize. Specialty tracks are available in Management Information Systems or Marketing. In addition, a student who has previously completed a B.S. in Accounting may choose to fulfill their electives by taking a series of graduate Accounting courses.

Accounting

Students will complete the following courses in fulfillment of electives: ACC618 Advanced Taxation; ACC620 Advanced Auditing; ACC630 Global Financial Reporting & Statement Analysis. Students will satisfy Stage Four of the program by completing ACC650 Directed Research in Accounting

Management Information Systems and Marketing Specialty Tracks

The 9 elective credits in the program must be satisfied with course work in that specialty track.

No Specialty Track

Students may take any 9 graduate credits in Business in order to satisfy the required 9 credits in electives.

Time Limitation

Excluding an approved leave of absence, all requirements for the MS, Global Business, must be completed within a period of five (5) calendar years, effective from the first date of matriculation in the Global Business program.

Course Repeats

It may be necessary for a student to repeat a course to achieve a satisfactory grade. Students are encouraged to discuss the matter with their Graduate Faculty Advisor. A maximum of one course may be repeated in the Global Business program.

Requirements For Graduation

- Application for Degree: All graduate students are required to file an [Application for Degree](#) form with the Registrar's Office at the onset of the final term of study. The application is accessible on the Registrar's web page.

- A minimum cumulative grade point average (GPA) of 3.00.

Global Business Courses

Accounting

ACC 618: Advanced Taxation (3)

This course focuses on the basic principles of federal income taxation of corporations, partnerships, trusts, gifts, and estates. It reinforces the use of tax research tools, and provides an overview of administrative and procedural aspects of tax practice. Accounting Majors must earn a minimum of a "C" grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Prerequisites: Acceptance into the 5-year B.S./M.S. program and completion of ACC 318. Offered Each Year (Fall). (GR)

ACC 620: Advanced Auditing (3)

An advanced study of auditing standards, principles, theory, and practice. Current trends in auditing and assurance services will be emphasized. The class offers an in-depth examination of auditor legal liability, ethics, audit procedures, statistical sampling, and audit research using electronic databases and the Internet. The class will also be focused on the Information Technology Audit function, the use of technology in audits, auditing through computer systems and auditing around computer systems. Accounting Majors must earn a minimum of a "C" grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Prerequisites: ACC 420 and acceptance into the 5-year B.S./M.S. program. Offered Each Year (Spring). (GR)

ACC 630: Global Financial Reporting and Statement Analysis (3)

This course presents a five step framework for effective financial statement analysis. It begins with an understanding of the industry economic characteristics and current conditions of the firm's businesses and the particular strategies the firm selects to compete in each of these businesses. It then assesses how well the firm's financial statements reflect the economic effects of the firm's decisions and actions. With the use of financial statement ratios and other analytical tools, it assesses the profitability and risk of the firm in the recent past and, by incorporating information about expected changes, forecasts expected profitability and risk. Finally, the analyst values the firm using various valuation tools and models. The framework will be applied to both domestic and international companies. Accounting Majors must earn a minimum of a "C" grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Prerequisite: Acceptance into the 5-year B.S./M.S. program. Offered Each Year (Fall). (GR)

ACC 650: Directed Research in Accounting (3)

This course is the capstone course for the 150-hour accounting program. The student, under the guidance of a mentor, will prepare a research study in the field of accounting. The topic of the study must be approved by the graduate committee and defended in a public forum when complete. Details of the process will be provided to the student by their faculty mentor. Prerequisite: Permission of Instructor. Offered Each Year (Summer). (GR)

Finance

FIN 601: Global Monetary System and Capital Markets (3)

This course is devoted to in-depth discussion and practical application of business finance as practiced in a borderless world. The major topics covered include the international monetary system, the balance of payments, foreign exchange, the management of foreign exchange risk, the role of banks in international finance, and a discussion and analysis of the non-bank financial institutions and international financial markets that represent an inventory of financial resources for the global company. Offered Each Year (Spring). (GR)

Management

MGT 501: The Global Competitive Framework (3)

Success in the global marketplace depends first upon understanding international economic and business developments, and then applying this knowledge to the process of gaining a global competitive advantage. This course examines the evolving competitive characteristics of the global economy, including the new World Trade Organization (WTO) rules, technological development, the globalization of business activities, the advent of specific regional trading blocs, the rise of newly industrializing nations as major competitors in selected industries, and the various ways industries develop and sustain international competitiveness. Students examine these issues by exploring the effects on business decision making of key economic and business concerns in the United States, the European Union, the Centrally Planned Economies, and Japan and the Pacific Basin region (including China). Offered Each Year (Fall). (GR)

MGT 502: Ethics for Professionals in a Multicultural World (3)

As business becomes increasingly internationalized and a global economy further develops, ethical issues that affect business in the international arena have also become of increasing importance. This course specifically addresses the following moral and ethical issues: employment practices and policies, consumer protection, environmental protection, political payments and involvement, and basic human rights and fundamental freedoms. Case study analysis, videos and guest speakers will provide the student with an increased understanding and sensitivity to these issues. Offered Each Year (Fall). (GR)

MGT 503: Comparative Management (3)

This course serves as an introduction to the field of international organizational behavior and management. It presents the material from a global rather than from a North American or Western European perspective. It views culture not only as important for understanding other societies and managing organizations, but as a major cause of much behavior in organizations, specifically addressing how technology, strategy, size and goals of an organization relate to culture. Finally, it attempts to improve a student's interpersonal behavior concerning the cultural variations found in international organizations. Offered Each Year (Spring). (GR)

MGT 504: Operational and Technology Issues in Global Business (3)

This course covers the fundamentals of export and import trade, documentation, price quoting, product adaptation or standardization, and international promotion and global logistics. Methods for establishing joint ventures and other strategic alliances are also investigated. There is a heavy emphasis on the development of these skills and appreciation for the global environment through case studies, articles, videos, and guest speakers. Offered Each Year (Fall). (GR)

MGT 650: Directed Research (3)

This course is the last course taken by the student in the MS - Global Business program. All other course work must be complete. The student will be assigned a faculty mentor by the director of the program based upon the specific area of study the student wishes to undertake. In close consultation with the faculty mentor, the student will develop a thesis in the form of a case study, a management consulting report, or a theoretical research study. The work generated in this course needs to be approved by graduate program faculty at various stages. The student will be provided more detail on this process by the faculty mentor. (GR)

Management Information Systems

MIS 620: Competing in the Information Age (3)

The course focuses on how the IT revolution, and especially the Internet, has established a new economics that companies need to embrace, has provided enormous opportunity to create and capture value, and is blurring the boundaries of traditional industries while restructuring others. Companies that fail to recognize and act on these fundamental changes will find themselves in strategic jeopardy. Offered As Needed. (GR)

MIS 630: Decision Support Systems (DSS) for Managers (3)

An examination of how managers utilize various applications such as spreadsheets, database management systems, decision support systems, executive information systems, and expert systems to support decision making in business environments. The emphasis is on problem solving tasks, which are semi-structured, i.e. they combine human judgment with the use of computing tools and techniques. DSS do not replace managerial judgment but rather provide support for decision-making; the final agent remains the human. Offered As Needed. (GR)

MIS 640: Management of Innovation and Technological Change (3)

This course provides a foundation for managing innovation and technology in a changing, competitive environment. Technology is discussed as a critical component, along with people and skills, in adding value to products and services. Other topics discussed include the Industry Evolution Process, intrapreneurship, technology deployment, the stages of the innovation process, organizational change, and the business realities of today and tomorrow. Offered As Needed. (GR)

Marketing

MKT 507: Strategic Planning for the Global Market (3)

This course lays out the competitive orientation and strategies for initial entry, market expansion, and integration of international marketing operations. The course reviews current market opportunities and competitive conditions at the global, regional, and national levels. The student learns how to successfully participate in both emerging markets and regional economic blocs such as APEC, ASEAN, EU, EFTA, NAFTA, MERCOSUR. Participants use case study analysis to develop their skills in analyzing and formulating international marketing initiatives. Offered Each Year (Spring and Summer). (GR)

MKT 611: Regional Business in Latin American Countries (3)

These courses (MKT 611, MKT 612, MKT 613, MKT 614) are designed to concentrate on the issues and needs of a specific geographic region in relation to the student's own involvement in global business. Each course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to course work, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. Offered As Needed. (GR)

MKT 612: Regional Business in Canada (3)

These courses (MKT 611, MKT 612, MKT 613, MKT 614) are designed to concentrate on the issues and needs of a specific geographic region in relation to the student's own involvement in global business. Each course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to course work, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. Offered As Needed. (GR)

MKT 613: Regional Business in Pacific Rim (3)

These courses (MKT 611, MKT 612, MKT 613, MKT 614) are designed to concentrate on the issues and needs of a specific geographic region in relation to the student's own involvement in global business. Each course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to course work, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. Offered As Needed. (GR)

MKT 614: Regional Business in European Union (3)

These courses (MKT 611, MKT 612, MKT 613, MKT 614) are designed to concentrate on the issues and needs of a specific geographic region in relation to the student's own involvement in global business. Each course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to course work, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. Offered As Needed. (GR)

Nursing Graduate Programs

Degrees

- [Doctor of Nursing Practice](#)
- [Master of Science in Adult Nurse Practitioner](#)
- [Master of Science in Nursing Education](#)
- [Master of Science in Nursing Executive Leadership](#)
- [RN to MS Accelerated Programs](#)

Certificate Programs

- [Post-Baccalaureate Nursing Executive Leadership](#)
- [Post-Baccalaureate Partners in Health for People with Disabilities \(PHEPD\)](#)
- [Post-Master Adult Nurse Practitioner](#)
- [Post-Master Nursing Education](#)

Nursing Department Philosophy

Consistent with the stated mission of Daemen College, the nursing philosophy embodies compassion, personal and professional commitment, and lifelong learning. The complexity of healthcare demands Registered Nurses (RNs) in different levels of practice with a variety of educational backgrounds as crucial members of the health care team. Baccalaureate education is viewed as the foundation for professional practice. Graduate education builds on baccalaureate education through the acquisition of advanced knowledge, skill, and technology proficiency that would facilitate complex decision making to prepare nurses for independent advanced practice in clinical, education, research, and leadership roles.

The faculty views professionalism as the consistent demonstration of core nursing values. Caring and compassion are essential to professional nursing practice. Professionalism involves accountability for one's self and nursing practice through the demonstration of professional standards of moral, ethical, and legal conduct. Nursing embodies continuous professional engagement to assure competent practice. Service to the community and the profession are essential components of professionalism.

Daemen seeks to build on the RN's existing knowledge to prepare nurses as leaders in the healthcare community. Leadership promotes ethical, critical decision-making as the nurse designs, coordinates, and manages patient care at all levels of practice. Nurse leaders are necessary to shape healthcare policy and to organize healthcare delivery systems that span the continuum from acute to community-based care. Leadership involves the utilization of interpersonal skills to influence others to move toward achieving a vision or goal with emphasis on practice, improving health outcomes, and ensuring patient safety. The curriculum emphasizes leadership practice, improvement of health outcomes, and ensuring of patient safety.

Central to the nurse's ability to provide care as a leader in a complex world is clinical reasoning. Clinical reasoning is developed through continual assessment of the quality of information from multiple perspectives including, but not limited to, the humanistic arts and sciences and the biological arts and sciences. Critical thinking employs multiple lenses and perspectives to understanding and interpreting a situation that provides a background for bringing creative and innovative approaches to the health care environment.

Clinical reasoning and critical thinking are developed through evidence-based practice. Evidence based practice embodies the application of existing knowledge and the generation of new knowledge. This implies the use of informatics to gather information, and critical thinking skills to apply the information at the appropriate time. It further promotes the generation of new knowledge through research to answer questions that affect professional practice.

The provision of nursing to a global community encompasses patient centered care of diverse individuals, families, groups, and communities through the recognition and respect of patient differences, values, and preferences. Health needs of the underserved members of the local community are considered in relation to their connection to larger populations. Care to the global community includes demonstration of cultural sensitivity in the identification and formulation of strategies for improved access and use of healthcare services and the sustainability of these strategies.

Vital to providing care to the global community is a nurse's ability to utilize healthcare informatics. Health care informatics encompasses knowledge, skills, and application of technological advances that are used to optimize delivery of quality patient care. This incorporates both information systems/technology and patient care technology. Graduates from the program will acquire technological skills accessing, utilizing, and evaluating information systems that support and guide safe nursing practice.

Nursing education is viewed as a collaborative process where learners are engaged in classroom, clinical, and external learning environments. Faculty acts as the facilitator to promote and support professional development and student-directed, lifelong learning. The student-centered atmosphere empowers students to grow personally and professionally beyond their initial expectations. The transformation that occurs allows the graduate to impact the nursing profession and society.

Admission requirements applicable to the DNP program

- Master's degree in advance nursing practice from a NLNAC or CCNE accredited nursing program. The program must include completion, with a minimum grade of B, of the following graduate level nursing courses or their equivalent: Advanced Health Assessment; Advanced Pathophysiology; Advanced Pharmacology.
- New York State License and current professional nurse registration.
- New York State licensure as an Advance Practice Nurse (APN) or eligibility to practice according to specialty standards.
- Completion of an undergraduate or graduate statistics course with a grade of C or better.
- Three letters of recommendation, one being from a professional colleague.
- Submission of curriculum vitae and a written personal goals statement.
- Interview with the nursing faculty.

Admission requirements applicable to MS programs in Adult Nurse Practitioner, Nursing Executive Leadership, and Nursing Education

- Possession of a baccalaureate degree in nursing from a NLNAC or CCNE accredited program or possession of a baccalaureate degree in another discipline. Students possessing a baccalaureate degree in another discipline document their achievement of identified baccalaureate nursing competencies through a process of academic transcript and resume review, and a personal interview with the nursing faculty. Consult the Nursing Department for complete details.
- One year medical-surgical clinical experience (or equivalent).
- Completion of an undergraduate or graduate statistics course with a grade of C or better.
- Cumulative grade point average of 3.25 or above (on a 4.0 scale) from all colleges/universities attended. Applicants with GPAs below 3.25 in undergraduate studies may be admitted on a provisional basis if they submit evidence of the potential to be successful in graduate studies.
- New York State License and current professional nurse registration (Adult Nurse Practitioner Program); registered professional nursing license and registration (Nursing Executive Leadership Program, Nursing Education Program).
- Three letters of recommendation.
- Interview with the nursing faculty.

General Policies

Course Repeats

Students must achieve a grade of "B" or above in all curricular course requirements. A GPA of 3.0 overall must be attained to remain in good academic standing. In the event that a grade of "B" is not achieved in a graduate nursing course, the course must be repeated. A student may repeat up to two different courses, one time each, before being dismissed from the graduate program.

Time Limitations

A student admitted to any of the graduate degree programs is expected to maintain continuity in his/her academic program and enroll each semester until all requirements are completed. A part time student may complete 1-8 credits per semester. Full time students must complete a minimum of 9 credits per semester.

Excluding an approved Leave of Absence, all requirements for MS program or advanced certificate must be completed within a period of four calendar years from the student's initial enrollment for graduate study, regardless of whether the student was initially accepted as a degree or non-degree student. Students following the RN to MS pathway for the Adult Nurse Practitioner program will be granted four calendar years for completion of studies for the MS, the timeframe commencing when the student is moved from the undergraduate to the graduate classification.

Excluding an approved Leave of Absence, all requirements for the DNP program must be completed within a period of 5 calendar years from the student's initial enrollment for graduate study, regardless of whether the student was initially accepted as a degree or non-degree student.

Requirements for graduation for all degree programs and for completion of advanced certificate programs

Completion of all course work as defined under the curricular requirements for the program

1. A minimum grade of B in all courses, thereby resulting in a cumulative grade point average (GPA) of 3.00.
2. Apply for degree/certificate:

DEGREE CANDIDATES: All degree students are required to file an [Application for Degree](#) form with the Registrar's Office at the onset of the final term of study. The Application for Degree form is accessible from the Registrar's web page.

CERTIFICATE CANDIDATES: All certificate students are required to file an [Application for Certificate](#) form with the Registrar's Office at the onset of the final term of study. Forms are available upon request from the Nursing Program Office.

NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates.

Scholarships

The Nursing Executive Leadership and Nursing Education programs will each award one \$2,000 merit-based scholarship every fall. Eligibility criteria for the awards (in order of weight) are:

1. New graduate students matriculated on a full time basis in the Nursing Executive Leadership, or Nursing Education program
2. Interview with the Nursing Graduate Program Director or Nursing Department Chair
3. Admissions application data:
 1. GPA from all previous colleges and universities attended
 2. Letters of reference (3)
 3. Letter of intent

Students are eligible for funding for the first year of study only. Students receiving full tuition reimbursement from other sources (e.g. employer reimbursement, other grants or scholarships) are not eligible for this scholarship program.

In the event that more than one student in a program equally meets the criteria, the scholarship funds will be split evenly among the qualifying students.

Course Sequences

Access the course sequences for the [DNP](#), [MS](#), [Adult Nurse Practitioner](#), [MS, Nursing Education](#), [MS, Nursing Executive Leadership](#), from the Nursing Department web pages or the Program Plans site on the Registrar's web page.

Insurance

When a student enrolls in NUR 561 and NUR 562, a mandatory fee of \$50.00 is imposed to cover malpractice insurance during the clinical practicum experiences. This is required by the College regardless of whether the student has additional malpractice insurance of his or her own.

Doctor of Nursing Practice (DNP)

Daemen's DNP Program has been granted initial 5 year accreditation by NLNAC

Student Learning Outcomes

Upon completion of the Doctor of Nursing Practice Program, the graduate will:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis to attend to health and illness experiences of individuals, groups, and communities.
2. Demonstrate systems analysis to work collaboratively in the development, implementation, and evaluation of quality health care models.
3. Use analytic methods to critically appraise literature and evidence from the health sciences in the development of practice guidelines and deliverance of direct patient care to individuals, groups, and communities.
4. Design, select, use, evaluate, and analyze quality metrics in a variety of health care settings.
5. Demonstrate leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
6. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy through critical appraisal of health policy proposals, health policies and related issues.
7. Formulate and deliver population focused health care on the basis of synthesis of epidemiological, biostatistical, environmental, psychosocial dimensions, and cultural diversity and evaluation of health care delivery models.
8. Contribute to professional nursing through leadership, education, and advocacy within the policy and health care communities.

Requirements

- NUR606 Applied Statistics for Evidence Based Practice (3)
- NUR608 Practice Theories (2)
- NUR610 Organizational Theory and Health Care Management (2)
- NUR612 Environmental and Genetic Influences on Health (2)
- NUR614 Ethical Issues in Advanced Nursing Practice (2)
- NUR616 Leadership Development (2)
- NUR618 Informatics and Related Technology for Advanced Practice (1)
- NUR621 Scholarly Writing in Health Care (2)
- NUR623 Research for Evidence Based Practice (3)
- NUR625 Public Policy and Health Care Financing (3)
- NUR627 Clinical Theories (2)
- NUR702 Clinical Internship (8) - see below for pertinent information
- NUR704 Scholarly Project (4) - see below for pertinent information

TOTAL PROGRAM REQUIREMENTS = 36

NUR702 Clinical Internship

Students are required to complete 500 post-Master's supervised clinical hours. The course will be completed over multiple terms of enrollment for a cumulative total of 8 credits.

NUR704 Scholarly Project

This capstone course may be completed over multiple terms of enrollment, for a cumulative total of 4 credits.

Additional information for [graduate Nursing programs: Admissions Requirements: Course Repeats: Time Limitations: Requirements for Graduation](#) – consult the Nursing Department web page or the Program Plans site on the Registrar's web page.

Course Sequence

Access the [course sequence for the Doctor of Nursing Practice](#) from the Nursing Department web page or the Program Plans site on the Registrar's web page.

Master of Science in Adult Nurse Practitioner

Student Learning Outcomes

Upon completion of the Adult Nurse Practitioner Program, the graduate will:

1. Attend to the health and illness experiences of clients from a variety of familial/socio-cultural backgrounds.
2. Create a supportive, caring environment that enhances each client's dignity and acknowledges his/her strengths.
3. Use applicable research and theory to assist clients in changing modifiable risk factors.
4. Synthesize information from a variety of disciplines to develop differential diagnostic and treatment strategies for clients with common, acute, and/or chronic illnesses.
5. Work to enhance the lived experience for clients with acute illnesses, clients with chronic illnesses, and clients who are dying.
6. Provide therapeutic interventions and regimens that incorporate an understanding of the client's needs and desires, while considering multiple systems variables and the impact of these variables on treatment options (e.g. treatment efficacy, cost factors, and safety issues).
7. Work collaboratively with other health care team members in providing care for clients with complex health care needs.
8. Monitor the quality of health care provided to clients in a variety of settings.
9. Incorporate professional, legal, moral, and ethical standards into practice.
10. Critically analyze and synthesize research to determine applicability to clinical practice.
11. Develop a research project or thesis pertinent to advanced nursing practice.
12. Contribute to professional nursing through advanced nursing practice and professional involvement.

Requirements

1. GRADUATE NURSING RESEARCH CORE REQUIREMENTS: 10-12 credits

- NUR515 Theoretical Perspectives in Advanced Practice Nursing (2)
- NUR602 Qualitative Research (2)
- NUR603 Quantitative Research (2)
- NUR604 Thesis/NUR605 Project (4-6)

2. NURSE PRACTITIONER SPECIALTY REQUIREMENTS: 26 credits

- NUR505/L Advanced Health Assessment (4/0)
- NUR509 Advanced Physiology/Pathophysiology (3)
- NUR511 Conceptual Basis for Advanced Practice Nursing (2)
- NUR513 Issues in Advanced Practice Nursing (2)
- NUR517 Introductory Topics in Pharmacology for the Advanced Practice Nurse (1)
- NUR519 Selected Topics in Pharmacology for the Advanced Practice Nurse (2)
- NUR561/L Adult Primary Health Care I (6/0)
- NUR562/L Adult Primary Health Care II (6/0)

TOTAL PROGRAM REQUIREMENTS = 36 – 38

Thesis/Project

Students must complete either NUR604 Thesis or NUR605 Project. The course may be completed over multiple terms of enrollment. A minimum of 4 and a maximum of 6 credits are required for completion of NUR604/605.

Course Sequence

Access the [course sequence for the MS, Adult Nurse Practitioner](#), from the Nursing Department web page or the Program Plans site on the Registrar's web page.

Advanced Certificate Program – Adult Nurse Practitioner

The post master's advanced certificate program is designed for those students who have a master's degree in a clinical area and wish to complete requirements to be eligible to take the adult nurse practitioner certification exam.

The post master's certificate program prepares qualified nurses to be eligible to sit for the certifying exam and is not a degree-granting program. Admission to the certificate program is granted on a space available basis. The certificate program is designed as a part-time program.

REQUIREMENTS

- NUR505/L Advanced Health Assessment (4/0)
- NUR509 Advanced Physiology/Pathophysiology (3)
- NUR511 Conceptual Basis for Advanced Practice Nursing (2)
- NUR517 Introductory Topics in Pharmacology for the Advanced Practice Nurse (1)
- NUR519 Selected Topics in Pharmacology for the Advanced Practice Nurse (2)
- NUR561/L Adult Primary Health Care I (6/0)
- NUR562/L Adult Primary Health Care II (6/0)

TOTAL CERTIFICATE REQUIREMENTS = 24

Certificate: Admission Requirements

- The post master certificate program is designed for those nurses who have a master degree in a clinical area and wish to complete requirements in order to be eligible to take the adult nurse practitioner certification exam.
- Criteria for admission to the certificate program are as follows:
 - Possession of a master degree in a clinical area of nursing from an NLNAC/CCNE accredited program
 - License to practice as a registered professional nurse in New York State
 - One year medical-surgical clinical experience (or equivalent)
 - Three letters of recommendation
 - Interview with the nursing faculty
 - Letter of intent
 - Submission of a resume summarizing professional activities and completed continuing education

Additional information for [graduate Nursing programs: Admissions Requirements; Course Repeats; Time Limitations; Requirements for Graduation](#) – consult the Nursing Department web page or the Program Plans site on the Registrar's web page.

Master of Science in Nursing Education

The purpose of this program is to prepare master's level nurses who are skilled in fulfilling the educator role in nursing programs. Nursing education requires nursing faculty prepared at the master's level, who can serve as educators and leaders for the nursing profession. In light of the current nursing faculty shortage, there is a critical need for nurse educators who can promote the growth of nursing students and prepare new nurses to enter the profession. Nurses who complete the Master of Science in Nursing Education will be prepared to fill the educator role.

Student Learning Outcomes

Upon completion of the master in Nursing Education program, the graduate will:

1. Engage in the scholarship of teaching to facilitate student learning, professional development, and socialization.
2. Create an environment that promotes critical thinking and problem solving within the teaching-learning process.
3. Use applicable educational principles, theory, and research to develop and implement teaching strategies that optimize student learning.
4. Synthesize information from a variety of disciplines to develop strategies for change in nursing education and curricular development.
5. Work collaboratively within the institutional environment and the academic community to function effectively as a nurse educator.
6. Integrate the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of learners.
7. Incorporate professional, legal, moral, and ethical standards into practice.
8. Critically analyze and synthesize research to determine applicability to practice.
9. Develop a research project or thesis pertinent to nursing education.
10. Contribute to professional nursing through advanced nursing education practice and professional involvement.
11. Exhibit leadership behavior as a nurse educator as evidenced by enhanced self knowledge, cultural sensitivity, team dynamics, and systems thinking.
12. Analyze the impact of community, societal, and professional trends in health care on nursing education.

Requirements

NURSING RESEARCH CORE REQUIREMENTS: 12 credits

- NUR515 Theoretical Perspectives in Advanced Practice Nursing (2)
- NUR602 Qualitative Research (2)
- NUR603 Quantitative Research (2)
- NUR604/NUR605 Thesis/Project (6) -- see below for pertinent information

SPECIALTY REQUIREMENTS: 18 credits

- NUR504 Strategies and Theories in Education (3)
- NUR511 Conceptual Basis for Advanced Practice Nursing (2)
- NUR513 Issues in Advanced Practice Nursing (2)
- NUR528 Assessment and Evaluation in Nursing Education (3)
- NUR600 Curriculum Design and Implementation (3)
- NUR620 Nursing Education Practicum (5)

TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

Thesis/Project

Students must complete 6 credits in either NUR604 Thesis or NUR605 Project. The course may be completed over multiple terms of enrollment for a cumulative total of 6 credits.

Course Sequence

Access the [course sequence for the MS, Nursing Education](#), from the Nursing Department web page or the Program Plans site on the Registrar's web page.

Advanced Certificate Nursing Education

A post master's certificate program is available for nurses who possess a minimum of a Master of Science in Nursing degree. The purpose of this program is to enhance the student's knowledge and skills in nursing education. This program would meet the needs of nurses who are already in nursing education positions without nursing education academic preparation. The program would help them to optimize their current job performance as well as to enhance their career potential. The program would also be useful for nurses who hold graduate degrees in clinical practice areas who are seeking nursing faculty positions and wish to enhance their credentials.

Requirements:

- NUR504 Strategies and Theories in Education (3)
- NUR528 Assessment and Evaluation in Nursing Education (3)
- NUR600 Curriculum Design and Implementation (3)
- NUR620 Nursing Education Practicum (3)

TOTAL CERTIFICATE REQUIREMENTS = 12 CREDITS

Certificate: Admission Requirements

This post-Masters certificate requires possession of a minimum of a Master of Science in Nursing.

Additional information relative to [graduate Nursing programs: Admissions Requirements; Course Repeats; Time Limitations; Requirements for Graduation](#) – consult the Nursing Department web page or the Program Plans site on the Registrar's web page.

Master of Science in Nursing Executive Leadership

The purpose of this program is to prepare master's level nurses who are skilled in fulfilling leadership and executive roles within the health care system. The constantly changing nature of the current health care system demands master's level nurses who can serve as leaders for the nursing profession. There is an urgent need for nurse executives who can promote the growth of the profession as well as work to improve the quality and safety of patient care.

Student Learning Outcomes

Upon completion of the master program in Nursing Executive Leadership, the graduate will:

1. Exhibit leadership skills in working with staff and colleagues to address the health and illness experiences of clients from a variety of familial-socio-cultural backgrounds.
2. Create a leadership environment within a health care agency that enhances each client's dignity and acknowledges his/her strengths.
3. Use applicable research and theory to lead staff and other colleagues to assist clients in changing modifiable risk factors.
4. Synthesize information from a variety of disciplines to develop strategies for change for colleagues and staff.
5. Work collaboratively with and lead other health care team members to provide care for clients with complex health care needs.
6. Direct continuous quality improvement initiatives to enhance care provided in a health care agency.
7. Incorporate professional, legal, moral, and ethical standards into practice.
8. Critically analyze and synthesize research to determine applicability to practice.
9. Develop a research project or thesis applicable to advanced executive nursing leadership.
10. Contribute to professional nursing through advanced nursing leadership practice and professional involvement.
11. Exhibit change in leadership behavior as evidenced by enhanced self-knowledge, cultural sensitivity, team dynamics, and systems thinking.
12. Demonstrate creative and critical thinking skills necessary to effect personal and organizational change.

Requirements

1. GRADUATE NURSING RESEARCH CORE REQUIREMENTS: 10-12 credits

- o NUR515 Theoretical Perspectives in Advanced Practice Nursing (2)
- o NUR602 Qualitative Research (2)
- o NUR603 Quantitative Research (2)
- o NUR604 Thesis/NUR605 Project (see below) (4-6) - see below for pertinent information

2. LEADERSHIP SPECIALTY REQUIREMENTS: 24 credits:

- o LEAF 500 Organizational Leadership and Self Development (3)
- o LEAF501 Critical Thinking, Problem Solving & Decision Making: Methods of Organizational Research (3)
- o LEAF502 Leadership and Organizational Ethics, Values, and Social Environment (3)
- o LEAF513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- o LEAF515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- o LEAF528 Leadership in Health Care Organizations (3)
- o LEAF560 Capstone Course in Leadership (3)
- o **Select one elective:** LEAF514 Leadership and Community: Empowerment, Collaboration and Dialogue (3); LEAF529 Transformational Leadership and Organizational Change (3); LEAF530 Customers, Stakeholders and Markets (3)

TOTAL PROGRAM REQUIREMENTS = 34-36 CREDITS

Thesis/Project

Students must complete either NUR604 Thesis or NUR605 Project. The course may be completed over multiple terms of enrollment. A minimum of 4 and a maximum of 6 credits are required for completion of NUR604/605.

Course Sequence

Access the [course sequence for the MS, Nursing Executive Leadership](#), from the Nursing Department web page or the Program Plans site on the Registrar's web page.

Program Structure and Time Limitations for Completion of Program

The Nursing Executive Leadership Program can be completed in two options. First, the Weekend program offers each LEAF course in 10 class meetings over a five-week period. The weekend program can be completed in sixteen months. The second option offers LEAF courses on Tuesday evenings (each LEAF class runs for eight consecutive weeks). This option can be completed in two years. The Graduate Nursing Core Research Courses are offered on a traditional semester-long basis.

Students in the Nursing Executive Leadership Program enter and finish as a cohort, maintaining continuous registration in sequenced courses. The cohort model provides the opportunity to build leadership skills within a "real world" context of collaborative work, mutual challenge, and support. While this model offers an optimal learning experience, exceptions can be made for people who must temporarily leave the program. Such students must discuss their situation with the graduate program director (nursing) and file a formal leave of absence. The precise timing of the student's return from leave will be subject to the sequence availability within an appropriate cohort for the student's program re-entry. In cases where lack of an appropriate cohort causes a student to exceed the allowed one year's leave of absence from the graduate program, the student will be permitted, and expected, to re-enroll at the earliest availability of an appropriate cohort. All other Daemen College policies on leaves of absence and time limitations for program completion (including extensions) will apply.

Advanced Certificate Nursing Executive Leadership

A post-baccalaureate certificate program is available for nurses who possess a minimum of a Bachelor of Science in Nursing degree. The purpose of this program is to enhance the student's knowledge and skills in nursing leadership. This program would meet the needs of two potential groups of nurses. First, for nurses who are already in nursing managerial positions, the program would help them to optimize their current job performance as well as to enhance their career potential. The program would also be useful for nurses who are not currently in nurse managerial positions, but who wish to enhance their credentials such that they may be considered for such a position. Students who pursue the post-baccalaureate certificate would also have the option of continuing in the program to complete the requirements for the Master of Science in Nursing Executive Leadership.

Requirements

- LEAF500 Organizational Leadership and Self Development (3)
- LEAF501 Critical Thinking, Problem Solving & Decision Making: Methods of Organizational Research (3)
- LEAF502 Leadership and Organizational Ethics, Values, and Social Environment (3)
- LEAF513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAF515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- LEAF528 Leadership in Health Care Organizations (3)
- LEAF560 Capstone Course in Leadership (3)
- **Select one elective:** LEAF514 Leadership and Community: Empowerment, Collaboration, and Dialogue (3); LEAF529 Transformational Leadership and Organizational Change (3); LEAF530 Customers, Stakeholders and Markets (3).

TOTAL CERTIFICATE REQUIREMENTS = 24 CREDITS

Certificate: Admission Requirements

This post-baccalaureate certificate requires possession of a Bachelor of Science in Nursing.

Additional information for [graduate Nursing programs: Admissions Requirements; Course Repeats; Time Limitations; Requirements for Graduation](#) – consult the Nursing Department web page or the Program Plans site on the Registrar's web page.

RN to MS Accelerated Programs

For Registered Nurses with a Non-Nursing Baccalaureate Degree

This pathway enables RNs who hold baccalaureate degrees in non-nursing fields to attain advanced standing in the nursing graduate program. Students entering this pathway must document their achievement of identified baccalaureate nursing competencies through a process of academic transcript and resume review, and a personal interview with the nursing faculty. The competencies were identified by the faculty as foundational for nursing graduate study.

The five baccalaureate competencies are:

- Health Assessment
- Community Health/Population-Focused Health
- Leadership/Management/Professional Development
- Research
- Professional Commitment and Engagement

Applicants to the RN to MS accelerated pathway should submit official transcripts from all colleges or universities where they completed coursework as well as a resume which fully describes their past work experience. Copies of evidence of completion of continuing education credits, in-service education programs, and attendance at meetings, conferences, and workshops should also be included along with course descriptions if available. The nursing faculty will review all documentation to assess achievement of the competencies. After the faculty review, the applicant will meet with the faculty to discuss the materials, identify competencies not met, and develop a plan to meet the competencies identified as unmet.

Please note that the accelerated pathway culminates in a MS degree. No baccalaureate degree will be conferred to students in the RN to MS accelerated pathway.

RN to MS Accelerated Program

The accelerated RN to MS program is designed for associate degree and diploma prepared nurses who want to pursue the adult nurse practitioner MS degree. Students may enter the Adult Nurse Practitioner Master's Program through this accelerated track option. Criteria for admission to the accelerated program are as follows:

GPA of 3.25 or better upon admission to Daemen College. Students must meet all of the other admission criteria for the graduate program (except for the possession of a baccalaureate degree).

Acceptance into the accelerated track is contingent on space availability in the nurse practitioner graduate program. Students in the accelerated RN-MS/ANP track may take NUR 509 in lieu of BIO 407 and NUR 517/519 in lieu of an undergraduate elective.

Advanced Certificate: Partners in Health for People with Disabilities (PHEPD)

A post baccalaureate certificate program is available for nurses who possess a Master of Science degree in Nurse Practitioner or are enrolled in a program leading to a Master of Science in Physician Assistant Studies. The purpose of this program is to enhance the knowledge and skill of Nurse Practitioners and Physician Assistants to provide quality health services to children and adults with developmental disabilities. The program is modeled after the Partners in Health Education for People with Disabilities curriculum from the New York State Developmental Disabilities Planning Council for training of NPs and PAs.

Requirements

- HSC515 Legal and Ethical Implications for Caregivers of Individuals with Developmental Disabilities (1)
- HSC530 Assessment of Children with Developmental Disabilities (1)
- HSC532 Assessment of Adults with Developmental Disabilities (1)
- HSC560 Community Care for Individuals with Developmental Disabilities (3)

TOTAL CERTIFICATE REQUIREMENTS = 6 CREDITS

Certificate: Admission Requirements

This post-baccalaureate certificate requires:

- Enrollment in, or degree completion from an accredited Nurse Practitioner (NP) or Physician Assistant (PA) program.
- Completion of, or current enrollment in an Advanced Health Assessment (NP) or 300 level Physical Assessment course (PA) or the equivalent
- A written statement describing educational objectives and areas of professional and personal interest, particularly in relation to working with individuals with developmental disabilities.
- Submission of a resume summarizing professional activities and completed continuing educational courses.
- An interview with the PHEPD program coordinators is required; a telephone interview may be arranged if an on-site interview is not possible.

Additional information for [graduate Nursing programs: Admissions Requirements; Course Repeats; Time Limitations; Requirements for Graduation](#) – consult the Nursing Department web page or the Program Plans site on the Registrar's web page.

Nursing Courses

Health Science

HSC 515: Legal and Ethical Implications for Caregivers of Individuals With Disabilities (1)

This course is an introductory course designed to expand knowledge and sensitivity about the legal and ethical issues surrounding care for individuals with developmental disabilities and their families. The purpose of this course is to improve health care provider students' understanding of the fundamentals related to the legal needs affecting individuals with developmental disabilities and their families. Accessing benefits, services and resources for individuals with developmental disabilities and their caregivers will be explored as a basis for further development in clinical and professional practice. Prerequisites: NUR 505 or PAS 306 or equivalent course. Offered Each Intersession. (GR)

HSC 530: Assessment of Children with Developmental Disabilities (1)

This course is one in a series designed to educate health care provider students about caring for individuals with developmental disabilities. The purpose of this course is to introduce students to the fundamentals of assessing, supporting and intervening with children and families affected by developmental disabilities. Application of knowledge will be explored in classroom and external learning portions of the class which will include clinic and home visit experiences with children and families affected by developmental disabilities. Prerequisite: HSC 515. Offered Each Semester. (GR)

HSC 532: Assessment of Adults with Developmental Disabilities (1)

This course is one in a series designed to educate health care provider students about caring for individuals with developmental disabilities. The purpose of this course is to introduce students to the fundamentals of assessing, supporting and intervening with adults with developmental disabilities. Application of knowledge will be explored in classroom and external learning portions of the class which will include clinic and home visit experiences. Prerequisite: HSC 515. Offered Each Semester. (GR)

HSC 560: Community Care for Individuals with Developmental Disabilities (3)

This course is one in a series designed to educate health care provider students about caring for individuals with developmental disabilities. The purpose of this course is further explore the role of the health care provider as a leader in planning, implementing and evaluating patient and family-centered care for individual with developmental disabilities. Emphasis is placed on developing collaborative relationships in the community setting. The course includes a didactic component and structured external learning experiences. Prerequisite: HSC 515 and HSC 530 or HSC 532. Offered Each Summer. (GR)

Nursing

NUR 504: Strategies and Theories in Education (3)

This course focuses on the development and implementation of effective communication skills and strategies in the teaching/learning process to foster the development of the nurse educator as a leader within the nursing profession. The course explores contextual environments, advances in technology, diversity in learner backgrounds and experiences, and covers both traditional and innovative pedagogies in nursing education. Emphasis is placed on building collegial relationships, critical thinking, reflective thinking, and communication skills through evidenced based practice. This course is offered in a web-enhanced format. This course requires a three-hour classroom lecture session. Prerequisite or Co-requisites: None. Offered Each Year (Fall). (GR)

NUR 505: Advanced Health Assessment (4)

This course is designed to provide the adult nurse practitioner student with the knowledge and skills necessary to perform a complete health and physical assessment on clients from young adulthood through senescence. It is expected that students are prepared to conduct a basic history and physical exam when they enroll in this course. The course emphasizes student competencies in data gathering, assessing, recording and integrating information obtained from the client. Information from the assessment is utilized as a database for establishing differential diagnoses and developing treatment plans. Risk factor assessment and health promotion and disease prevention strategies for the adult client are described. This course requires a three-hour classroom lecture session and a two-hour laboratory session per week, as well as a minimum of 20 clinical clock hours during the semester. Prerequisite or Co-requisites: NUR 509, completed no more than two years prior to registering for Advanced Health Assessment. Offered Each Year (Fall). Students will be required to purchase equipment for Advanced Health Assessment Lab and Clinical Practicum (\$1000-1500.00). Lecture 3 hours/week. (GR)

NUR 505L: Advanced Health Assessment Lab (0)

Laboratory techniques for Advanced Health Assessment. Co-requisite: NUR-505. (GR)

NUR 509: Advanced Physiology/Pathophysiology (3)

This course examines concepts and theories related to disorders of physiological processes which result in health alterations and disease across the lifespan. Fundamental concepts from cellular to clinical manifestations of altered health and disease are presented. Critical thinking, reasoning, and problem-based learning are utilized to support the application of theoretical knowledge about physiology and altered physiology (pathophysiology) to actual patient situations. Lecture: 3 hours/week. Offered Each Year (Fall) and as needed. (GR)

NUR 511: Conceptual Basis for Advanced Practice Nursing (2)

This course explores selected concepts essential to the advanced practice nursing role. The scope of practice is discussed and roles of the advanced practice nurse (including clinician, independent practitioner, collaborator, researcher, educator, consultant, and administrator) are explored. Standards of care and professional performance including evaluation of advanced nursing practice are discussed. Legal issues specific to the advanced practice role, methods of health care delivery, and regulation of advanced practice nursing are addressed. This course is offered on-campus in a web-enhanced format. Offered Each Year (Fall). (GR)

NUR 513: Issues in Advanced Practice Nursing (2)

This course focuses on issues surrounding health and illness in our society. The course is designed to familiarize advanced practice nurses with multiple understandings of the health/illness experience from a wide range of perspectives. Beginning with an historical frame of reference, the student will explore issues relating to nursing, health and the quality of health care delivery. Students will be challenged to view health care from societal, evidence-based, provider and patient perspectives. With enhanced analytic skills, students will develop nursing interventions which empower patients. Controversial issues facing nursing will be explored and debated. This course is offered in a web-enhanced format. Offered Each Year (Summer). (GR)

NUR 515: Theoretical Perspectives in Advanced Practice Nursing (2)

This course explores nursing theories and theories from other disciplines in relation to advanced nursing practice. The origins and structure of nursing knowledge are identified and examined and selected theories/conceptual models of nursing and other disciplines are analyzed. The relationship among theory, research, and practice is explored. Emphasis is placed on applying theoretical perspectives in identifying and managing disease conditions and promotion of health. The student's own theoretical base for practice is identified and developed. This course is offered in a web-enhanced format. Offered Each Year (Summer). (GR)

NUR 517: Introduction to Topics in Pharmacology for the Advanced Practice Nurse (1)

This course provides a foundation for the understanding of pharmacological principles that will assist the adult health nurse practitioner in prescribing and administering medications. An introduction to general principles of pharmacology that are essential for an understanding of individual drug actions will be presented, and a few specific groups of medications will be covered. Topics include important aspects of pharmacokinetics and routes of administration, important aspects of pharmacodynamics and drug-receptor interactions, and also pharmacotherapeutic considerations such as side effects and drug interactions. Groups of medications to be studied include drugs that affect the autonomic nervous system (cholinergic and anticholinergic drugs, adrenergic and antiadrenergic drugs) and antibacterial drugs. Information about these medications will be presented in a manner that is relevant to the needs of the adult health nurse practitioner who cares for patients in a variety of clinical settings. Discussion and class content regarding these medications will focus on drug actions, therapeutic usage, side effects, drug interactions, and monitoring in adult clients. Also, principles of rational prescription writing, as well as Federal and New York State laws pertaining to noncontrolled and controlled prescription medications, will be discussed in detail. A research paper assignment will require students to develop methods for effectively communicating with colleagues and clients regarding expected drug effects, uses, cautions, and potential side effects of prescribed pharmacological agents. This course is a companion course to NUR 519, and together with NUR 519, fulfills the pharmacology requirement for the graduate adult health nurse practitioner program. Offered Each Year (Fall). (GR)

NUR 519: Selected Topics in Pharmacology for The Advanced Practice Nurse (2)

The focus of this course is the study of selected categories of medications that are commonly used in primary care. Groups of medications to be studied include antihypertensives, diuretics, antianginals, drugs for heart failure, anticoagulants, hypolipemics, antidiabetic drugs, thyroid drugs, sex hormones, NSAIDs, dermatological drugs, antiasthmatic drugs, gastrointestinal drugs, antifungals and antivirals, sedative-hypnotics, and antidepressants. Information about these medications will be presented in a manner that is relevant to the needs of the adult health nurse practitioner who cares for patients in a variety of clinical settings. Discussion and class content regarding these medications will focus on drug actions, therapeutic usage, side effects, drug interactions, and monitoring in adult clients. A research paper assignment will require students to critically analyze research information regarding pharmacologic agents used in advanced nursing practice. This course is a companion course to NUR 517, and together with NUR 517, fulfills the pharmacology requirement for the graduate adult health nurse practitioner program. Lecture: 2 hours. Offered Each Year (Spring). (GR)

NUR 520: Advanced Health Assessment Challenge (1)

This course is designed for the student who has successfully completed NUR505 Advanced Health Assessment or its equivalent not in a semester immediately preceding NUR 561. The course emphasizes student competencies in data gathering, assessing, recording and integrating information obtained from the client. Information from the assessment is utilized as a database for establishing differential diagnoses and developing treatment plans. Risk factor assessment and health promotion and disease prevention strategies for the adult client are described. Equipment is required for NUR520 that will also be utilized in Clinical Practicum (\$1000-1500) (GR)

NUR 520L: Advanced Health Assessment Challenge Lab (0)

This course is designed for the student who has successfully completed NUR505 Advanced Health Assessment or its equivalent. The course emphasizes student competencies in data gathering, assessing, recording and integrating information obtained from the client. Information from the assessment is utilized as a database for establishing differential diagnoses and developing treatment plans. Risk factor assessment and health promotion and disease prevention strategies for the adult client are described. (GR)

NUR 528: Assessment and Evaluation in Nursing Education (3)

This graduate level course focuses on methodologies to assess the learner's level of learning, evaluation of course and program objectives, as well as evaluation of clinical practicum settings. The course will also familiarize the graduate student with accreditation models and provide content related to the development of nursing program standards and policies regarding admission, progression, and graduation. This course is offered in a web-enhanced format. Prerequisite or Co-requisites: None. Offered Each Year (Spring). (GR)

NUR 561: Adult Primary Health Care I (6)

The first clinical practicum focuses on the role of the nurse practitioner in providing basic primary care for adult clients from young adulthood through senescence. Students apply concepts, theories, and skills from core and prerequisite courses along with a functional, life span orientation. Emphasis is placed on comprehensive assessment of the health status of adult clients, health promotion and disease prevention, and differential diagnosis and treatment of common acute and chronic illnesses. Supervised clinical experiences emphasize clinical decision-making and implementation of evidence-based practice, integrating clinical assessment, management skills, and client teaching. This course involves four hours of in-class course delivery and 20 hours of clinical practice weekly for a total of 250 clock hours for the semester. Additional clinical seminars/laboratories are scheduled during the semester to allow for skills review and discussion of clinical issues. Students are individually supervised in the clinical setting by either a physician or a nurse practitioner preceptor. Ongoing interaction between Daemen College faculty and clinical preceptors is maintained throughout the semester. Prerequisites: NUR 505 (in the semester immediately preceding NUR561), NUR 509 and NUR 517. Co-requisites: NUR-561L and NUR-519. Offered Each Year (Spring). (GR)

NUR 561L: Adult Primary Health Care Lab I (0)

Laboratory techniques in Adult Primary Health Care. Co-requisite: NUR-561. 250 Clock hours of clinical practice. (GR)

NUR 562: Adult Primary Health Care II (6)

This second clinical practicum focuses on the role of the nurse practitioner in providing care for adult clients with complex health problems from young adulthood through senescence. Students apply concepts and theories from the core courses along with a functional life-span orientation toward research and nursing practice. Emphasis is placed on comprehensive assessment of the health status of adult clients with multiple and complex problems, case management, health promotion, preventative health care, differential diagnosis, and application of appropriate management protocols. Supervised clinical experiences include an emphasis on decision-making and implementation of evidence-based practice, which integrates advanced assessment and management skills and client teaching. This practicum involves four hours of in-class course delivery and 20 hours of clinical practice weekly for a total of 250 clock hours for the semester. Clinical seminars are scheduled throughout the semester to discuss clinical issues. Ongoing interaction between Daemen College faculty and clinical preceptors is maintained throughout the semester. Prerequisite: NUR 561; co-requisite: NUR-562L. Offered Each Year (Fall). (GR)

NUR 562L: Adult Primary Health Care II Lab (0)

Laboratory techniques in Adult Primary Health Care. Required prerequisite: NUR561 and NUR561L; Co-requisite: NUR-562. 250 clock hours of clinical practice. (GR)

NUR 600: Curriculum Design and Implementation (3)

This course focuses on the development, implementation, and evaluation of nursing curricula. Emphasis is placed on designing nursing curricula based on evidence based education and practice, program outcomes, institutional philosophy and mission, societal and healthcare trends and needs, and community and clinical partnerships. The course explores educational principles, change theories and strategies, and philosophical and theoretical frameworks in curricula development. Methods for analyzing curricula and formulation of evaluation strategies and curricular revisions will also be investigated. This course is offered in a web-enhanced format. This course requires a three-hour classroom lecture session. Prerequisite: NUR 504: Strategies and Theories in Education, or permission from the course instructor. Offered Each Year (Fall). (GR)

NUR 602: Qualitative Research (2)

This course addresses the inductive mode of research. The history, methods, and outcome of qualitative research are described in detail. Different qualitative research methodologies, including phenomenology, grounded theory, and ethnography, are explored. Issues of reliability and validity in qualitative research are discussed. The use of computers in qualitative research is addressed. A qualitative research proposal, including a human subjects consent form, is developed. In addition, qualitative research studies in the area of advanced practice nursing are reviewed and critiqued. Lecture: two hours per week. Offered Each Year (Spring). (GR)

NUR 603: Quantitative Research (2)

This course will provide an examination of the significance of quantitative research as well as a foundation of the principles and methods for conducting quantitative research. The theoretical foundation for both quantitative research methods (correlational, quasi-experimental and experimental designs) will be explored, and appropriate statistical techniques will be applied. Web-enhanced/Lecture: two hours per week. Offered Each Year (Summer) and as needed. (GR)

NUR 604: Thesis (1 - 6)

The thesis option provides the student with an opportunity to consider a theoretical question in relation to advanced practice nursing and to attempt to answer this question through the research process. The thesis is geared towards the development of a research proposal and the implementation of a pilot study that addresses an issue related to the student's graduate nursing program. For the thesis option, the student is expected to identify a research question, choose a theoretical framework or a conceptual model, select an appropriate methodology, collect, analyze, and discuss data. Students registering for Thesis for the first time are required to attend a one-credit Introduction to Thesis /Project seminar in a web-enhanced format. At least two (2) members should be on each thesis committee, with the committee chairperson being a doctorate-prepared full-time faculty member from the Nursing Department. After a successful thesis defense, two hard-bound copies of the thesis must be submitted to the Nursing Department. Offered Each Year (Fall, Spring, Summer). Note: The number of credits that must be completed for the thesis is dependent on the program in which the student is enrolled. Credit may be distributed over several terms. The final thesis credit should be taken in the semester that the student defends. A student who has registered for the 6th credit of thesis/project and who does not complete the thesis/project in that semester will receive a grade of Incomplete. In such a case, the student will have one additional semester to complete the thesis/project and the grade of Incomplete" will be changed to Pass Complete. In the event that the student does not complete the thesis/project in the additional semester, the grade of Incomplete will revert to a grade of F. The student will then need to register for one credit hour of 604/605 in order to complete the thesis requirement. (GR)

NUR 605: Project (1 - 6)

The project option is a demonstration of expertise in a field of interest to advanced nursing practice, which serves either to contribute new knowledge to the field or to apply advanced knowledge in a creative manner. Students who are practice oriented, with the goal of developing advanced skills and knowledge, may choose to complete a project focusing on a clinical nursing practice issue. The purpose of the project is to allow the student a concentrated learning experience with graduate nursing faculty guidance. The project is designed to promote creative and unique approaches to advanced nursing care. The project method will vary depending on the subject matter chosen. Some examples of appropriate projects include: development of a health teaching module, use of media to promote health teaching, application of existing research to a particular clinical setting, and evaluation of existing health services. The way in which the project may contribute to the student's professional nursing expertise would be delineated in the proposal. Students registering for Project for the first time are required to attend a one-credit Introduction to Thesis/Project seminar on-campus. At least two (2) members should be on each project committee, with the committee chairperson being a doctorate-prepared full-time faculty member from the Nursing Department. When the project is completed, the student is expected to submit a detailed report of the findings or outcome. Further, upon completion of the project, two-hard bound copies of the project or if in a media format, one high quality media copy along with supporting documentation, must be submitted to the Nursing Department. Prerequisite and/or Co-requisite: NUR 602 and 603. Offered Each Year (Fall, Spring, Summer). Note: The number of credits needed for the project is dependent on the student's nursing program. Credit may be distributed over several terms. The final project credit should be taken in the semester that the student defends. A student who has registered for the 6th credit of project and who does not complete the thesis/project in that semester will receive a grade of Incomplete. In such a case, the student will have one additional semester to complete the thesis/project and the grade of Incomplete will be changed to Pass Complete. In the event that the student does not complete the thesis/project in the additional semester, the grade of Incomplete will revert to a grade of F. The student will then need to register for one credit hour of 604/605 to complete the thesis requirement. (GR)

NUR 606: Applied Statistics for Evidence-Based Practice (3)

This is the first of two courses designed to give the DNP student practical experience in applying statistical findings to the patient, family, populations, clinical unit, systems, and community levels. This course is intended to strengthen skills which are requisite to critically interpreting and analyzing quantitative nursing and health related research data. Emphasis is placed on the understanding of statistical concepts rather than computation. This course is offered in a web-enhanced format. Offered Every Other Year (Spring). (GR)

NUR 608: Practice Theories (2)

This course is designed to explore practice model theories appropriate to the DNP role, integrating knowledge from the arts and sciences. Content will include theory, premise and historical foundations, details of the theory models, and exemplars of how these theories apply for the DPN in interdisciplinary practice. Theory review will involve translation and integration of model elements as they apply to the demands of the national health care agenda. This course is offered in a web-enhanced format. Offered every other year (Summer) and as needed. (GR)

NUR 610: Organizational Theory and Health Care Management (2)

This course focuses on organizational theory, organizational behavior, and health care systems management. The course emphasizes organizational and systems principles, theories, and models that guide leadership in quality healthcare improvement and critical systems thinking. The course also emphasizes methods that promote health care systems management and effective interprofessional team leadership. Students will be asked to analyze a particular healthcare organization and related organizational theories. This course will include 2 hours of lecture weekly. Offered Every Other Year (Spring). (GR)

NUR 612: Environmental and Genetic Influences on Health (2)

This course focuses on environmental and genetic influences and determinants of health for individuals, populations, and communities. This course works within a paradigm that considers genomics to be the interaction of genetics, environment, and the influence of psychosocial, behavioral, and cultural factors. It thus assists the DNP student to holistically integrate genetic, genomics, environmental, epidemiological and scientific underpinnings and concepts in the interpretation of clinical findings and in planning and evaluation of clinical management. This course is offered in a web-enhanced format. (GR)

NUR 614: Ethical Issues in Advanced Nursing Practice (2)

This course examines the ethical and philosophical foundations that have shaped the development of the current health care system. Course discussions will include critical analyses of the legal, regulatory and ethical issues that impact DNP practice. Case studies and narratives will be used to examine how ethics can guide the DNP's decision making in clinical practice and research situations. Class discussions will also focus on ethical dilemmas that may be encountered in the current health care environment. This course is offered in a Web-enhanced format. Offered every other year (Fall). (GR)

NUR 616: Leadership Development (2)

This course is designed to explore leadership through an examination of research leading to the development of leadership study and decision-making models, in order to understand that leadership, in practice, is an on-going process requiring self, situational, motivation and follower analysis. Through this lens, students will learn to analyze leadership challenges and their application to the DNP role. Inter- and intra-professional collaboration models including team leadership will be discussed. By providing a background of leadership and change theories stressing self awareness and personal leadership, critical and reflective thinking, an understanding of the role of organizational culture in shaping leadership styles, and interpersonal skill to achieve relational leadership and systems competence, students will better understand leadership actions which foster positive institutional and organizational change. An emphasis on analysis and experiential learning via assignments and involvement in projects will link course content to real challenges in the system. This course is offered in a web-enhanced format. Offered Every Other Year (Fall). (GR)

NUR 618: Informatics and Related Technology For Advanced Practice (1)

Informatics for advanced practice focuses on developing proficiency in the utilization of information systems to implement initiatives for quality improvement that supports practice and administrative decision-making. Emphasis is also placed on presenting standards and principles for selecting and evaluating practice and consumer information systems. Related ethical, regulatory, and legal issues will be included. This course is offered in a web-enhanced format. Offered Every Other Year (Summer). (GR)

NUR 620: Nursing Education Practicum (3 - 5)

The course emphasizes development of the nurse educator as leader in the practice environment. Focus is placed on functioning in the role of nurse educator and applying the core competencies of nursing faculty which include: facilitation of learning, facilitation of learner development and socialization, use of assessment and evaluation strategies, functioning as a change agent and leader, pursuing continuous quality improvement in the nurse educator role, and functioning within the educational environment. The course includes seminar discussions and nursing education practice: 150 clock hours. Prerequisites: NUR 504: Strategies and Theories in Education, NUR 528: Assessment and Evaluation in Nursing Education, or permission from the course instructor. Offered Each Year (Fall, Spring). Note: Post MS certificate students will register for 3 credits and complete 90 hours of nursing education practice. (GR)

NUR 621: Scholarly Writing in Health Care (2)

The course prepares the DNP student to synthesize knowledge through engagement in professional writing scholarship. Advanced instruction focuses on several forms of expository writing common in the health professions while emphasizing effective communication between the writer and different audiences. Emphasis is placed on cultivating critical thinking skills to prepare exemplars of scholarly writing. This course is offered in a web-enhanced format. Offered as needed. (GR)

NUR 623: Research for Evidence-Based Practice (3)

This is the second of two courses designed to give the DNP student practical experience in applying statistical findings to the patient, family, populations, clinical unit, systems, and community levels. It builds on those skills developed in NUR606 Applied Statistics, by integrating principles of evidence-based practice and policy. Integration and translation of research to risk assessment, screening, diagnosis, treatment, and health care outcomes is the central focus of this course. Further, consideration of qualitative and other evidence for clinical practice is appraised. Prerequisite: NUR606. This course is offered in a web-enhanced format. Offered Every Other Year (Fall). (GR)

NUR 625: Public Policy and Health Care Financing (3)

This course provides an overview of public policy decisions that impact the organization, financing and delivery of health care within the United States Health Care System. The impact of global health issues on public policy and health status will also be discussed. The course will include critical analyses of the social, cultural, financial and political issues that impact the delivery of health care by the DNP. The course will cover basic health care reimbursement mechanisms and will provide students with the skills necessary for navigating within the current health care financing system to promote optimal patient outcomes. This course is offered in a web-enhanced format. Offered Every Other Year (Summer). (GR)

NUR 627: Clinical Theories (2)

This course is designed to present the content and application of theories that have implications for the independent clinical practice of the DNP as part of the interdisciplinary venue of care. These theories have application to the clinical area, with implication for health behaviors and outcomes at the patient, family, population, clinical unit, systems and community levels. Methods to evaluate current established theories that guide DNP practice will be examined. Models for utilization of theories in DNP practice will be presented. Exemplars of how health-related theories apply to the clinical setting and various patient populations will be explored and critiqued. Technological applications will be incorporated to theory implementation. This course is offered in a web-enhanced format. Offered Every Other Year (Summer). (GR)

NUR 702: Clinical Internship (1 - 8)

This course is designed to prepare DNP students to demonstrate practice expertise, specialized knowledge, and expanded responsibility and accountability in the holistic care and management of diverse individuals and families through immersion in clinical settings. Emphasis is placed on appraisal of the practice context to document practice trends, identify potential systematic changes, and formulate improvements in care for patient populations in the systems within their practice. Additionally, the DNP student will develop competence in practice at the aggregate/systems/organizational level. Clinical experiences will be designed to provide the student with the opportunity to work in depth with clinical experts in selected specialty areas. This course will include selected seminar activities and scheduled meetings with course instructor(s) and clinical preceptors. Students are required to complete 500 post-Master's supervised clinical hours by the completion of the program. Pre-/Co-requisites: NUR 606, NUR 608, NUR610, NUR621, NUR623, NUR627, or permission of the Graduate Program Director. This course is offered in a web-enhanced format. Offered Every Semester. (GR)

NUR 704: Scholarly Project (1 - 4)

This course is designed to afford the DNP student the opportunity to demonstrate mastery of an advanced specialty in nursing practice. Focus is on the development of a tangible and deliverable academic product that is derived from the practice immersion. The product of the DNP project in the course links scholarly experiences and evidence based health care to the improvement of practice and/or patient outcomes. This course will include selected seminar activities and scheduled meetings with project advisor(s) throughout each semester in which the student is enrolled. Pre-/Co-requisites: NUR 606, NUR 608, NUR 610, NUR 621, NUR623, NUR627. This course is offered in a web-enhanced format. Offered Every Semester. (GR)

Direct Entry Doctor of Physical Therapy (DPT)

Prerequisite Studies

Depending upon academic background, students may be required to complete additional studies as prerequisite to required courses. Prerequisite studies follow:

- BCH317 Bio-Organic Chemistry (3)
- BIO109/L-110/L General Biology I-II (4/4)
- BIO330/L-340/L General Anatomy; General Physiology (4/4)
- CHE110/L-111/L Chemistry I-II (4/4)
- CMP315 Advanced Composition for Health Professionals (3)
- MTH134 Pre-Calculus (3)
- PHY101/L-102/L Physics I-II (4/4)
- PSY: 3 credits in Psychology studies
- PT101-201 Freshman/Sophomore Seminars in Physical Therapy (1/1)
- PT312 Principles of Teaching and Learning (3)

MAJOR: SCIENCES AND PHYSICAL THERAPY: 102 credits:

- BIO541/L 542/L Neurobiology I-II (4/4)
- PSY530 Psychology of Health & Disability (3)
- PT501 Applied Biostatistics (3)
- PT504/L-505/L Clinical Functional Anatomy I & II (3/2)
- PT506/L-507/L Kinesiology & Biomechanics I & II (3/2)
- PT508/L Physiology of Exercise (3)
- PT509/L Principles & Applications of Physical Agents (4)
- PT514/L-515/L Musculoskeletal Rehabilitation I-II (5/5)
- PT516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)
- PT517 Clinical Medicine I (3)
- PT521/L Prosthetics & Orthotics (2)
- PT532 Motor Control & Motor Learning (2)
- PT539/L Cardiopulmonary Rehabilitation (2)
- PT544/L-545/L Neuromuscular Rehabilitation I-II (4/4)
- PT546-549 Clinical Medicine II-III (3/2)
- PT548 Integumentary Care (3)
- PT551 Integrative Seminar in Physical Therapy I-II-III-IV (0)
- PT651 Integrative Seminar in Physical Therapy V (0)
- PT553 Introduction to Clinical Research Design (1)
- PT554-555 Clinical Research I-II (2/2)
- PT563-564-565-566-567 Clinical Exposure I-V (1/1/1/1/1)
- PT575 Pre-Clinical Seminar (1)
- PT577-582-680-690 Clinical Internship I-II-III-IV (3/3/4/4)
- PT600 Clinical Problem Solving in Neuromuscular Rehabilitation (2)
- PT606/L Rehabilitation of the Patient with Spinal Cord Injury (1)
- PT610 Management & Administrative Issues in Physical Therapy (4)
- PT612 Prevention, Health Promotion, Fitness & Wellness (2)

Admission Requirements

Students with an earned baccalaureate degree (BS/BA) in a related field with minimum overall and science GPAs of 2.8 may apply to enter directly into the professional phase of the entry-level Doctor of Physical Therapy (DPT) program. You may apply online at <http://www.daemen.edu/admissions/Undergraduateadmissions/applyonline/>.

Direct-entry students will be accepted to the professional phase of the program based on their educational background, academic excellence, completion of all other requirements/recommendations, and space availability.

Degree and credit analysis for direct-entry students is completed by the Graduate Admissions Office and Physical Therapy Department Chair.

Direct-entry students must have successfully completed (C or better) all coursework listed below, earning minimum overall and science GPAs of 2.8 to be eligible for consideration for entry into the professional phase of the program.

- 8 credits Biology (with lab)
- 8 credits Chemistry (with lab)
- 3 credits Bio-organic Chemistry lecture (Organic Chemistry or Biochemistry may be substituted)
- 8 credits Physics (with lab)
- 4 credits Anatomy (with lab)
- 4 credits Physiology (with lab)
- 3 credits Pre-Calculus (minimum requirement)
- 3 credits Psychology
- CMP 315 Advanced Composition for Health Professionals * +
- PT 101 and PT 201 Freshman and Sophomore Seminars in Physical Therapy *
- PT 312 Principles of Teaching and Learning *

* may be satisfied through demonstrated proficiency, CLLE or other documentation of previous equivalent coursework

+ 200 level or higher English Composition including medical terminology and documentation formats.

Official transcripts from all colleges attended are required. International students should have transcripts evaluated by World Educational Services www.wes.org or Joseph Silny & Associates, Inc. www.jsilny.com. Course by course evaluation is required.

Applicants must consult with the Graduate Admissions Office for all other requirements/recommendations including letter of intent, field work, references, and resume.

Requirements for Continuance in the Professional Phase of the Program

Detailed information on minimum grade requirements and other requirements to maintain good academic standing in the professional program is available from the Physical Therapy Department. A minimum grade of C or Pass (for courses graded Pass/Fail) in all courses and a minimum 3.0 GPA in each semester of the curriculum are required in the professional program.

Graduation Requirements

Satisfactory completion of all requirements as per the terms set forth by the Physical Therapy Department.

Suggested Course Sequence

Access the suggested course sequence for the [DPT, Direct Entry](#), from the Physical Therapy Department web page or the Program Plans site on the Registrar's web page.

Advanced Certificate (Fellowship)

Orthopaedic Manual Physical Therapy (Fellowship)

Certificate Program Requirements

- PT704 Musculoskeletal System (4)
- PT705 Evidence Based Practice (2)
- PT720 Thrust Manipulation (3)
- PT721 Neuromuscular Mobilization (2)
- PT722 Spinal Exercise Strategies (2)
- PT723 Integrated Management of Sacroiliac Joint Dysfunction (2)
- PT724 OMPT Residency (Mentorship) (3)
- PT725 Problem Solving in Orthopaedic Manual Physical Therapy (2)
- PT726 Research Project (2)
- PT727 Review-Objective Structured Clinical Exam (1)
- PT728 Laboratory in Orthopaedic Manual Physical Therapy (OMPT) (1)
- PT729 McKenzie Part A (3) (McKenzie Institute International)
- PT730 McKenzie Part B (3) (McKenzie Institute International)

TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

The following APTA independent home study courses are required for the Fellowship, but may be waived if the student is an APTA Board Certified Orthopaedic Clinical Specialist (OCS) or Sports Clinical Specialist (SCS) or holds a Doctor of Physical Therapy degree:

- ISC 14.2 Clinical Applications of Orthopaedic Basic Science
- ISC 15.2 Postoperative Management of Orthopaedic Surgeries
- ISC 16.1 Pharmacology
- ISC 16.2 Current Concepts of Orthopaedic Physical Therapy
- ISC 17.1 Diagnostic Imaging

Additional Requirements

Students entering the Fellowship must have a minimum of a bachelor's degree, license to practice physical therapy, and current state registration to practice. These admission requirements plus the satisfactory completion of the required courses for the Fellowship will complete the certificate requirements. Satisfactory grades in the Fellowship are a minimum grade of B, and minimum 3.0 GPA.

Application Process

Applicants to the Fellowship program must complete and submit the following information:

1. Daemen College Physical Therapy Graduate Program Admission Application;
2. letter of intent for admission to the Fellowship;
3. copy of current State registration to practice physical therapy;
4. signed statement attesting to legal and ethical professional standing;
5. resume or curriculum vitae;
6. evidence of two years of physical therapy clinical experience or one year experience in an orthopaedic physical therapy setting;
7. two letters of reference from physical therapists who have observed the applicant's clinical performance;
8. one letter of reference from someone who can attest to the applicant's academic competence.
9. documented American Physical Therapy Association (APTA) Board Certification as an Orthopaedic Clinical Specialist (OCS) or Sports Clinical Specialist (SCS) **or**
10. Evidence of graduation with a Doctor of Physical Therapy Degree (DPT) **or** transitional Doctor of Physical Therapy

Degree (tDPT).

NOTE: An applicant who does not meet criteria 9 or 10 above may be provisionally accepted into the program upon successful completion of the following American Physical Therapy Association (APTA) independent home study courses:

- ISC 14.2 Clinical Applications of Orthopaedic Basic Science
- ISC 15.2 Postoperative Management of Orthopaedic Surgeries
- ISC 16.1 Pharmacology
- ISC 16.2 Current Concepts of Orthopaedic Physical Therapy
- ISC 17.1 Diagnostic Imaging

Selection of Candidates

The admission process will be based on a cohort which begins matriculation in January. Admission will be based on review of all material submitted for application. All candidates meeting criteria for application will be accepted into the Fellowship program. Admission will be limited to 20 students each January and will be on a first come first serve basis for qualified applicants. To apply for the Fellowship program, go to www.daemen.edu/admissions. Go to Graduate Admissions, Graduate Programs and apply online.

Course Repeats

It may be necessary for a **student** to repeat a course to achieve a satisfactory grade. Students must earn a minimum grade of B when repeating a course.

Time Limitation

Excluding an approved Leave of Absence, students are expected to successfully complete all program requirements in a maximum of three (3) calendar years.

Requirements for Certificate Completion

1. A minimum grade of B earned in all courses, thereby resulting in a minimum GPA of 3.00.
2. Application for Certificate: All certificate students are required to file an [Application for Certificate form](#) with the Registrar's Office in the semester prior to the final term of studies for completion of program requirements. Forms are available by contacting the Graduate Program Office. **NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates.**

[Consumer Information](#)

Physical Therapy Courses

Physical Therapy

PT 501: Applied Biostatistics (3)

Students will develop an understanding of the principles and applications of parametric and nonparametric statistics, particularly with respect to applications in physical therapy. Topics will include: probability, scales of measurement, reliability and validity, sampling techniques, experimental design and hypothesis development (statistical inference), descriptive statistics, parametric and nonparametric tests of significance, correlation, and regression. Selection of appropriate statistical procedures will be presented with reference to principles of experimental design presented in PT 553, Introduction to Clinical Research Design. Students will use both calculators and computer software (SPSS, Excel) for analyzing data and developing graphic representations. Prerequisites: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 504: Clinical Functional Anatomy I (3)

This course will build upon the fundamental content taught in BIO 330, General Anatomy. This course, the first of a series of two clinically oriented functional anatomy courses, will focus on the detailed structure and function of the human neuromusculoskeletal system. The relationships of normal and abnormal embryological and developmental processes to gross anatomical structure and to movement and function across the life span will be presented. The specific anatomical content will be presented through a regional approach and will include the cervical, thoracic, and upper limb regions. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 504L: Clinical Functional Anatomy I Lab (0)

Laboratory techniques for Clinical Functional Anatomy. Required corequisite: PT 504. (GR)

PT 505: Clinical Functional Anatomy II Lecture (2)

This course, the second of a series of two, will focus on the detailed structure and function of the human neuromusculoskeletal system of the lumbar and pelvic regions and the lower extremities. The relationships of normal and abnormal embryological and developmental processes to gross anatomical structure and to movement and function across the life span will be presented. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Prerequisites: PT 504 and PT First Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 505L: Clinical Functional Anatomy II Laboratory (0)

Laboratory techniques for Clinical Functional Anatomy II. Corequisite: PT 505. (GR)

PT 506: Kinesiology and Biomechanics I (3)

This lecture/laboratory course will introduce and emphasize the principles of kinesiology, tissue mechanics and biomechanics of the cervical, temporomandibular, thoracic, and upper extremity joints and their related soft tissues. The clinical application of these principles will be reinforced through both static and dynamic analyses of regional human movement and posture. Kinetic and kinematic analysis of movement of these regions will be explored using such tools as electromyography (EMG), dynamometry, and video motion analysis. This course content will be synthesized with the foundations of anatomical structure and physiology presented in PT 504/L, Clinical Functional Anatomy I and PT 508/L, Physiology of Exercise. This integration of anatomical and physiological foundations will aid the learner in proper examination and evaluation of the quality, efficiency and safety of upperquarter movement patterns and functional task performance. An emphasis will be placed on the analysis and discussion of the mechanical properties of tissues and their respective responses to stress shielding and stress application. Lectures will provide an in-depth study of the biomechanics of the cervical and thoracic spines, temporomandibular joint and upper extremities. The students will analyze forces affecting arthrokinematics and osteokinematics of these respective regions and relate those to whole body and regional mobility and stability by way of clinical application. Laboratories will promote development of skills in critical analysis and examination and evaluation of normal and abnormal movement. The student will then develop skill in the application of both kinetic and kinematic biomechanical analysis and begin to foster consideration of biomechanical principles in the design of reliable and valid upper quarter examination procedures and efficacious intervention strategies and parameters. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 506L: Kinesiology and Biomechanics I Lab (0)

Laboratory techniques for Kinesiology & Biomechanics I. Required corequisite: PT 506. (GR)

PT 507: Kinesiology & Biomechanics II Lecture (2)

This lecture/laboratory course will focus on the principles of kinesiology, tissue mechanics and biomechanics as they relate to the lower extremity, pelvis and lumbar spine. The clinical application of these principles will be reinforced through both static and dynamic analyses of regional human movement and posture. Kinetic and kinematic analysis of movement of these regions will be explored using such tools as EMG, dynamometry, and video motion analysis. This course content will be synthesized with the foundations of anatomical structure, physiology and kinesiology presented in PT 504 & 505 Clinical Functional Anatomy I & II and PT 508 Physiology of Exercise; and PT 506 Kinesiology and Biomechanics. This integration of anatomical, physiological and kinesiological foundations will aid the learner in proper evaluation of the quality, efficiency and safety of lower quarter movement patterns and functional task performance. Lectures will provide an in-depth study of the biomechanics of the lumbar spine, pelvis and lower extremities. The students will analyze forces affecting arthrokinematics and osteokinematics of the respective regions and relate those to whole body and regional mobility and stability by way of clinical application. Laboratories will promote further development of skills in critical analysis and evaluation of normal and abnormal movement, the application of both kinetic and kinematic biomechanical analysis and will begin to foster consideration of biomechanical principles in the design of reliable and valid lower quarter examination procedures and efficacious intervention strategies and parameters. Prerequisite: PT First Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 507L: Kinesiology and Biomechanics II Laboratory (0)

Laboratory techniques for Kinesiology & Biomechanics II. Corequisite: PT 507. (GR)

PT 508: Physiology of Exercise (3)

This foundational science course introduces and emphasizes the concepts and knowledge of the body's physiological response to exercise, overuse, and disuse. Lectures and laboratory experiences focus on the structural and physiological effects of exercise and establish a knowledge base for the future clinician to develop and critically assess neuromusculoskeletal exercise prescription and cardiopulmonary intervention programs. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 508L: Physiology of Exercise Lab (0)

Laboratory techniques for Physiology of Exercise. Corequisite: PT 508. (GR)

PT 509: Principles and Applications of Physical Agents Lecture (4)

This lecture/laboratory course will introduce and emphasize the physiologic effects of electromagnetic and acoustic energy on human tissue. The clinical application of these principles will be reinforced through laboratory practical experiences as well as clinical case studies. This course content will be synthesized with the foundations of anatomical structure and physiology presented in PT 504 and PT 514. This integration of anatomic and physiological foundations will aid the learner in decision making with regard to application of appropriate physical agents. An emphasis will be placed on the physiologic response of tissues to therapeutic modalities that emit electromagnetic and acoustic energy. Lectures will provide an in-depth study of the science of therapeutic modalities. Students will differentiate between the thermal, acoustic, mechanical, and electrical modalities commonly utilized in the clinic. Laboratories will promote development of psychomotor skills and demonstrate mastery in the safe application of therapeutic modalities. Students will develop consideration of the application of physical agents within treatment strategies that are based upon evidence in practice. Prerequisite: PT First Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 509L: Principles and Applications of Physical Agents Laboratory (0)

Laboratory techniques for Principles and Applications of Physical Agents. Corequisite: PT 509. (GR)

PT 514: Musculoskeletal Rehabilitation I (5)

This lecture/laboratory course is the first in a three part series, which will introduce the concepts of musculoskeletal examination, evaluation, and intervention strategies of the cervical spine, thoracic spine, upper extremities, and associated structures. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in those regions noted. Students will further develop and synthesize the concepts of decision making and critical thinking in evidence based practice and professionalism with topics including communication, ethical behavior, professional organization, collaborative/team practice and scope of practice. Additionally, the utilization of disablement models will be included as a conceptual framework for examination, evaluation, diagnosis, prognosis, intervention, outcome assessment, delivery models, and documentation with clinical applications including behavioral objectives. Treatment concepts and techniques will be presented and applied in a conceptual framework emphasizing functional restoration. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Techniques will be discussed and practiced in the context of clinical problems. Students will have the opportunity to critically evaluate examination findings via paper cases to build differential diagnosing and problem solving skills. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 514L: Musculoskeletal Rehabilitation I Lab (0)

Laboratory techniques for Musculoskeletal Rehabilitation I. Corequisite: PT 514. (GR)

PT 515: Musculoskeletal Rehabilitation II Lecture (5)

This lecture/laboratory course is the second in a three part series, which will further investigate concepts of musculoskeletal examination and evaluation and will promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders of the lumbar spine, pelvis, hip, knee, ankle, foot, and their associated structures. Treatment philosophies and techniques (e.g. structure mobilization and stabilization) will be explored and applied in a conceptual framework emphasizing functional restoration. Basic care procedures will be presented including wheel chair parts and propulsion, transfer training, gait training, and environmental assessment and modification. In addition, a specialty area of aquatic therapy will be explored. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Techniques will be presented and practiced in the context of clinical problems. Students will have the opportunity to critically evaluate examination findings via paper cases to build differential diagnosing and problem solving skills. Students will participate in clinical observations and patient demonstrations in Clinical Exposure II to continue their hands-on experience with patients and to further develop patient-therapist and professional communication skills. Prerequisite: PT First Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 515L: Musculoskeletal Rehabilitation II Laboratory (0)

Laboratory techniques for Musculoskeletal Rehabilitation II. Corequisite: PT 515. (GR)

PT 516: Clinical Problem Solving in Musculoskeletal Rehabilitation (2)

This course is the third course in a three part series, which will provide students an opportunity to further explore topics in musculoskeletal rehabilitation through a problem based learning format. A faculty mentor will present a selected case and the goals and expectations of each learning experience. A small group of students will then proceed in designing and implementing an action plan aimed at achievement of these goals. The students will be required to: interpret and analyze the information provided; gather additional information as necessary from reading and discussions of current scientific professional literature; and to synthesize and present a coherent, evidence-based argument addressing the specific goals of each case study learning experience. Students will also peer review analyses of selected cases. The faculty member will serve as a facilitator for directing student discussions and psychomotor activities including thrust and non-thrust manipulation technique. Prerequisite: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 517: Clinical Medicine I (1 - 3)

This course is the first in a three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with musculoskeletal pathology as a foundation for direct patient/client care and research. Key topics characteristic of common orthopedic pathologies will be addressed including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis, diagnostic medical procedures; differential diagnosis; medical, pharmacological, surgical management; and expected outcomes. Differential diagnosis related to musculoskeletal pathology will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 521: Prosthetics and Orthotics (2)

This lecture/laboratory course is designed to increase the student's understanding of prosthetics and orthotics. Principles of prosthetic and orthotic design, function, and fabrication will be discussed. Clinical problem solving for prosthetic or orthotic prescription will be addressed based on examination findings in order to optimize function for the patient/client. Pre-prosthetic as well as prosthetic training will be emphasized. Use of orthosis in management of individuals receiving physical therapy will be integrated with knowledge from previous courses in orthopedics and neurorehabilitation. Prerequisite: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 521L: Prosthetics and Orthotics Lab (0)

Laboratory techniques for Prosthetics and Orthotics. Corequisite: PT 521. (GR)

PT 532: Motor Control and Motor Learning (2)

The first half of this course explores theories of motor control and motor learning that form an important theoretical foundation for the practice of evidence-based physical therapy. This course will explore contemporary theories of motor control and the contributions of individuals like Bernstein, Schmidt, the Bobaths, Nashner, Horak, Shumway-Cook, Thelen and others. Typical and atypical postural motor control across the lifespan from an information processing perspective, focusing on peripheral (e.g. sensory and musculoskeletal) and central (e.g. reaction time, motor planning, attention, cognition, motivation, etc.) aspects of motor control will be investigated. Environmental task demands will be analyzed using Gentile's taxonomy as part of the process of motor control. Several theoretical approaches to motor learning will be covered, Schmit's Schema Theory, and stage theories of Fitts and Gentile. In the second half of the course, students will search the literature for peer-reviewed research papers that have examined the application of motor control and motor learning variables (e.g. prepractice and practice variables, intrinsic and extrinsic feedback) across the lifespan in typical and atypical populations. Each student will present data from one or more articles to the class using PowerPoint presentation software. Students will design and execute an evidence-based practice project in which they perform a literature review, design a motor learning experiment, execute and analyze the results, and present their results to the class. Prerequisites: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 539: Cardiopulmonary Rehabilitation (2)

This lecture/laboratory course will address the diversified issues of clinical management of patient/client with primary and/or secondary cardiovascular and pulmonary dysfunction within the context of physical therapy. Topics will include practice setting specific management principles and therapeutic techniques to address primary and secondary impairments of the cardiovascular and pulmonary systems, as well as prevention of dysfunction in individuals across their life span. Topics to be discussed include chronic obstructive lung dysfunction, restrictive lung dysfunction, cardiac muscle dysfunction, the post-surgical patient, the patient post-trauma, and the patient with cancer. Prerequisites: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 539L: Cardiopulmonary Rehabilitation Lab (0)

Laboratory techniques for Cardiopulmonary Rehabilitation. Corequisite: PT 539. (GR)

PT 544: Neuromuscular Rehabilitation I Lecture (4)

This course is the first in a three part series, which will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. Operational theories of nervous system organization including systems theories, models of central nervous system reorganization, and recovery models will be introduced and emphasized. Enablement/Disablement models, the Guide to Physical Therapist Practice, Guidelines for Content in Physical Therapy Education, and other conceptual frameworks that aid the physical therapist in evidence-based clinical decision-making will be explored. This course will begin with an in-depth study of human development from the life span perspective, with an emphasis on development of postural control and movement and their interrelationship to skill acquisition. Neuromuscular-based pediatric movement disorders will be introduced and emphasized within the context of the elements of physical therapy practice and patient/client management. Developmental anatomy, functional neuronanatomy, and physiology will be linked to discussions of disorders of posture and movement. Historical and contemporary theories of intervention including therapeutic handling will be presented. Medical management options including pharmacology and surgery will be discussed. Course content will include applications of assistive technology including adaptive and therapeutic equipment as it relates to the pediatric patient/client population. Course content will reinforce the development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisite: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 544L: Neuromuscular Rehabilitation I Laboratory (0)

Laboratory techniques for Neuromuscular Rehabilitation I. Corequisite: PT 544. (GR)

PT 545: Neuromuscular Rehabilitation II (4)

This course is the second in a three part series, which will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. This course will utilize the conceptual models/frameworks and reinforce foundational principles and theories presented in PT 544. This course will continue the study of human development, from the life span perspective, with an emphasis on age related changes of postural control and movement and their interrelationship to functional capabilities. Adult onset neuromuscular-based movement disorders will be introduced and emphasized within the context of the elements of physical therapy practice and patient/client management. Anatomy, functional neuronanatomy, and physiology will be linked to discussions of disorders of posture and movement. Historical and contemporary theories of intervention, including therapeutic handling, will be presented. Medical management options including pharmacology and surgery will be discussed. Course content will include issues on aging, vestibular rehabilitation, and an expanded discussion of assistive technology including adaptive and therapeutic equipment as it relates to the adult patient/client population. Course content will reinforce development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisites: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 545L: Neuromuscular Rehabilitation II Lab (0)

Laboratory techniques for Neuromuscular Rehabilitation II. Corequisite: PT 545. (GR)

PT 546: Clinical Medicine II (3)

This course is the second in a three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with neuromuscular pathology as a foundation for direct patient/client care and research. Key topics characteristic of common neurologic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to neuromuscular pathology will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisites: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 548: Integumentary Care (3)

The purpose of this course is to introduce the student to the skin and its appendages as they relate to wound etiology, management, and prevention. The student will explore the anatomical and physiological processes associated with tissue destruction, repair, and remodeling as they relate to specific cause and effect using the wound healing model as the principle pillar of exploration. This course will address the diversified issues of clinical management of patients/clients with a primary and/or secondary integumentary disorder as they relate to the practice of physical therapy. Topics will include practice setting specific management principles and techniques as they relate to individuals across their life span, with disorders of the integumentary system including, but not limited to: burns, pressure ulcers, arterial and venous stasis disorders, neuropathic lesions, dermatitis, and cellulitis. The student will acquire skills within a theoretical and practical spectrum as it relates to patient/client clinical management, environmental constraints, and critical pathways. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 549: Clinical Medicine III (2)

This course is the final in the three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with cardiovascular and pulmonary systems, as well as general medicine topics including gastrointestinal, urogenital, metabolic, and oncologic pathologies, as a foundation for direct patient care and research. Key topics characteristic of the pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to these pathologies will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 551: Integrative Seminar in Physical Therapy (0)

PT 551 (I-IV) and PT 651 (V) Integrative Seminars focus on the integration of all corresponding courses within each semester of the curriculum. These sessions will act as forums within which the student learner will have the opportunity to conceptualize each aspect of rehabilitation and build them into an overall framework of patient/client care. Each session will generally have a theme of interest such that students can build upon their level of understanding of that material as well as experience, appreciate and value the complexity of the entire process. These forums are designed to act as learning communities to promote independent critical thinking and independent thought while assisting in preparing each student for all lecture, laboratory and clinical exposure components of the semester coursework. Prerequisite: PT professional status (corresponding Fall/Spring semesters) in First through Third years. (GR)

PT 553: Introduction to Clinical Research Design (1)

In this course, students will explore the varieties of research design commonly used in clinical research, further developing the analytical skills needed to support professional evidence-based practice. Students will explore the continuum of research methodologies and designs commonly used in clinical research (i.e., descriptive to randomized controlled trials); and they will evaluate the merit and relevance of published research to the practice of physical therapy. Ethical issues in clinical research will be considered including the role of institutional review boards and the requirements of informed consent. Students will lead discussions of research papers, considering key concepts such as sampling, experimental controls, levels of measurement, sensitivity, specificity, reliability and validity. As the semester progresses, students will be linked with a faculty research advisor who will guide them through the process of clinical research in PT 554 and PT 555. Students will write a research question (or questions) that may form the basis of their research project. They will search the published literature and write a preliminary literature review relative to their research question. The culmination of the student's research will be an evidence-based practice poster that summarizes our current state of knowledge/evidence with respect to the research question or questions the student has posed. The posters will be presented at Academic Festival during the spring semester. Prerequisites: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 554: Clinical Research I (2)

This is the first semester of a two-semester clinical research course that culminates in the submission of an evidence based project and participation in research symposium. This course continues the work begun in PT 553 in which small groups of students identified an area of interest, were assigned a faculty mentor, articulated a research question, and carried out a preliminary evidence-based literature review. Student groups will refine the poster developed in PT 553 and present it at a college-wide poster session during the Daemen College Academic Festival. This semester each group of students will work as participants in the mentoring faculty member's research. Each group will meet regularly throughout the semester with a faculty mentor for discussion of key issues related to the research literature (i.e. experimental design, methodology, data analysis, etc.). Each group will write a research proposal meeting all the criteria for submission to the Daemen College Human Subjects Research Review Committee. Finally, each group will complete a comprehensive evidence-based literature review. Working collaboratively with a faculty mentor, group members will be expected to participate in data collection and analysis. Prerequisites: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 555: Clinical Research II (2)

During this semester the student will execute the investigation designed in PT 554. It is expected that the student will have completed a research proposal and will have submitted that proposal to the Daemen College Human Subjects Research Review Committee. Working closely with the research advisor, the student will collect and analyze his/her data. Students will collaborate with one another in group discussions to facilitate the process of writing the evidence based project and preparation of presentation for the research symposium. A final project will be completed and submitted to the student's research advisor and committee. Students will also participate in a presentation/symposium describing their research to the Daemen College community, as well as to interested individuals from the broader professional community. Prerequisites: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 563: Clinical Exposure I (Musculoskeletal I) (1)

This course is the first in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a group of local physical therapy facilities that provide care to a variety of patient/client profiles including musculoskeletal rehabilitation. This experience is designed to permit the student to become acclimated to the clinical environment and develop effective patient/client-therapist communication skills. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 564: Clinical Exposure II (Musculoskeletal II) (1)

This course is the second in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. During these regular exposures to clinical practice, students will discuss and consider issues of resource management, individual and cultural differences, and delegation of services, referral to other services, and documentation and presentation of case findings to peers. Prerequisite: PT First Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 565: Clinical Exposure III (Neuromuscular I) (1)

This course is the third in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. During these regular exposures to clinical practice, students will observe physical therapy services at a variety of pediatric settings and participate in supervised group sessions to provide care to a variety of patient/client profiles including children and adolescents with neuromuscular disorders. These experiences are designed to permit the student to become acclimated to this unique clinical environment and develop effective patient/client-therapist communication skills with this special population. Students will discuss and consider issues of best practice, issues of individual differences in patient management, professional responsibility, social/cultural diversity, documentation of examination and outcome measure assessment results, and ongoing intervention. Prerequisite: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 566: Clinical Exposure IV (Neuromuscular II/ Prosthetics and Orthotics) (1)

This course is the fourth in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. During these regular exposures to clinical practice, students will observe physical therapy services at a variety of settings that provide care to adults with a variety of neuromuscular and age related disorders including sessions on design and fabrication of orthotic and prosthetic devices, and participate in supervised group sessions to provide care to a variety of patient/client profiles including adults with neuromuscular disorders. These experiences are designed to permit the student to become acclimated to this unique clinical environment and develop effective patient/client-therapist communication skills with this patient population. Students will discuss and consider issues of best practice, issues of individual differences in patient management, professional responsibility, social/cultural diversity, documentation of examination and outcome measure assessment results, and ongoing intervention. Prerequisite: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 567: Clinical Exposure V (Cardiopulmonary/ Integumentary) (1)

This course is the last in the series of clinic-based experiential learning sessions that are coordinated and mentored by academic faculty. These regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy and other related fields, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a group of local clinical facilities and community-based wellness programs that provide care to a variety of patient/clients including cardiopulmonary rehabilitation, integumentary wound care, trauma unit, women's health, wellness and health promotion, and holistic health. These experiences are designed to permit the student to further develop effective patient/client-therapist communication skills. Students will discuss and consider issues of quality of care, scope of practice, clinical guidelines, documentation, and reimbursement. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 575: Pre-Clinical Seminar (1)

This seminar format course is designed to prepare the student for his/her clinical internship experiences. Professional aspects of physical therapy will be stressed in this seminar. The design and implementation of the student's clinical education experiences at Daemen are also incorporated into this seminar course. The student will be introduced to essential information pertaining to clinical performance. The evaluation tool, the "Clinical Performance Instrument," will be thoroughly examined. Emphasis will be placed on reinforcement of communication skills essential to professionals in the health care environment. Learning experiences will also focus on the following professional areas: professional and educational expectations; professional behavior, ethical and legal standards; HIPAA regulations; communication; cultural considerations in patient management; alternative models in clinical education; infection control and blood borne pathogens; universal precautions; OSHA regulations. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 577: Clinical Internship I (3)

This is a nine (9) week full-time clinical internship designed to develop skills deemed appropriate for entry-level physical therapy practice. Those skills include but are not limited to examination, evaluation, diagnosis, prognosis and intervention. To accomplish this, students will participate in direct patient care that may include gait training, transfer training, assessment and measurement, intervention and patient education. Integration of the previous semester's academic curriculum will be the focus of the clinical internship. The facilities utilized for the internship will focus on orthopedic or general hospital patient care. Prerequisites: PT Second Year professional status and Grade of C or better in all PT course work. Offered Each Summer. (GR)

PT 582: Clinical Internship II (3)

This is a nine (9) week full-time clinical internship designed to further enhance the student's patient/client management skills. The focus of this internship will be the management of patients/clients with neuromuscular disorders, incorporating information and skills acquired in the previous academic semesters. The facilities utilized for the internship will focus on neurorehabilitation of any age group. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. Offered Each Summer. (GR)

PT 600: Clinical Problem Solving in Neuromuscular Rehabilitation (2)

This course is the third in a three part series which will explore special topics in neuromuscular rehabilitation through a tutorial problem based learning format to promote the development of clinical reasoning, clinical problem solving, collaborative skills, skills in self-assessment and independent learning. Students will work independently or collaboratively in a small group with a faculty mentor/tutor. Selected topics involving patients with neuromuscular diagnoses with specific goals will be presented by a faculty mentor/tutor to small groups in the form of directed learning experiences and patient/client case studies. Working independently or as a small group, students will then proceed in designing and implementing an action plan aimed at achievement of these goals. Students will be required to: interpret and analyze the information provided; gather additional information as necessary from reading and discussions of current scientific professional literature; and synthesize and present coherent, evidence based argument addressing the specific goals of each learning experience or case study. The faculty mentor/tutor will serve as a facilitator for directing the students' discussions and psychomotor activities. Learning objectives associated with each case study will focus on knowledge and skills associated with examination and intervention, as well as integration of published literature into clinical practice and contemporary practice issues including but not limited to social/cultural/psychosocial issues; legal and ethical aspects of professional behavior; discharge planning (including home/environmental needs, HEP); prognosis; practice issues (i.e. management of a collaborative care plan, supervision, constraints to practice); wellness and prevention; and accessing resources to facilitate patient care. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 606: Rehabilitation of the Patient With Spinal Cord Injury (1)

This lecture/laboratory course will apply the conceptual framework of physical therapy management to patients/clients who have spinal cord injury during the acute, sub acute and long-term phases of care. Comprehensive exploration of the elements of physical therapy practice and patient/client management for patients/clients of all ages will be emphasized. Students are required to integrate and apply all previous academic/clinical knowledge with regard to musculoskeletal, neuromuscular, cardiopulmonary, and integumentary management, as well as application of environmental assessment/modification and assistive technology to enhance function, physical agents, and patient/caregiver education. Current scientific professional literature, integration of other systems, as well as critical thinking and decision making experiences for problem solving in all steps of patient/client management will be used. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 606L: Rehabilitation of the Patient With Spinal Cord Injury Lab (0)

Laboratory techniques for Rehabilitation of the Patient with Spinal Core Injury. Corequisite: PT 606. (GR)

PT 610: Management and Administrative Issues in Physical Therapy (4)

A broad survey of topics essential to the administration and management of physical therapy services. Topics covered will include: strategic planning, organizational structure, reimbursement and income management, budgeting, marketing, personnel management, quality assurance, ethical dilemmas and problem solving, professional regulation and the legislative process, various forms of liability and risk management, health care policy and systems of health care service delivery, contract issues and the negotiation process, documentation issues, and appropriate delegation, supervision and collaboration in the provision of physical therapy services. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 612: Health Promotion, Fitness and Wellness (2)

This course will provide the student with the conceptual framework for individual and community health promotion, as well as injury/disease prevention across the life span. Course content includes examination of concepts of health, health promotion, wellness and prevention, and health related quality of life (HRQoL). Basic epidemiological principles will be discussed and applied to specific diseases related to the practice of physical therapy including examination of best evidence for screening and prevention. Current theories of health behavior change will be discussed, as well as issues of adherence, locus of control, motivation, and the influence of culture and cultural issues on health promotion. To demonstrate understanding and application of the key concepts of health behavior change, students will assess their own level of wellness, implement a personal plan to address a particular health behavior, and analyze the outcome of the intervention. Community based health promotion will also be addressed including needs assessment, planning, resources, and process and outcome assessment. Students will apply their knowledge by creating a community based health promotion or disease/injury prevention program and present their project to their peers. Issues related to women's health will also be addressed including osteoporosis management, incontinence, pregnancy related issues, as well as pelvic floor dysfunction. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 651: Integrative Seminar in Physical Therapy V (0)

PT 551 (I-IV) and PT 651 (V) Integrative Seminars focus on the integration of all corresponding courses within each semester of the curriculum. These sessions will act as forums within which the student learner will have the opportunity to conceptualize each aspect of rehabilitation and build them into an overall framework of patient/client care. Each session will generally have a theme of interest such that students can build upon their level of understanding of that material as well as experience, appreciate and value the complexity of the entire process. These forums are designed to act as learning communities to promote independent critical thinking and independent thought while assisting in preparing each student for all lecture, laboratory and clinical exposure components of the semester coursework. Prerequisite: PT professional status (corresponding Fall/Spring semesters) in First through Third years. (GR)

PT 680: Clinical Internship III (4)

This is a nine (9) week full-time clinical internship designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences to attain skills and behaviors of an entry-level physical therapist. The facilities utilized for the internship will focus on in-patient care of any age group and any setting. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. Offered Each Spring. (GR)

PT 690: Clinical Internship IV (4)

This is the final nine (9) week full-time clinical internship designed to enhance the student's entry-level skills in a special interest area of physical therapy. The facilities utilized for this internship will incorporate any setting appropriate for the delivery of physical therapy patient/client care. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. Offered Each Spring. (GR)

PT 704: Musculoskeletal System (4)

Differentiating musculoskeletal dysfunctions/disorders of the spine and upper and lower extremities, and their associated structures is the emphasis of this course. Students will further develop the concepts of decision-making and critical thinking in evidence-based clinical practice. Musculoskeletal examination and treatment techniques, including spinal and extremity thrust and nonthrust manipulation, will be presented and applied in a conceptual framework emphasizing functional restoration, health, and wellness. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in a lecture format. Techniques will be discussed and practiced in the context of clinical problems. Students will have the opportunity to critically evaluate examination findings via paper cases to further build differential diagnosing and problem-solving skills as they relate to current practice standards. Contemporary perspectives to surgical management will be presented and explored by regional experts in the field. Algorithms for examination and intervention supported by the literature will be presented and discussed. (GR)

PT 705: Evidence Based Practice (2)

The use of evidence to guide practice is essential in today's healthcare environment. This course will define evidence-based practice including its advantages and disadvantages. Students will learn the fundamental skills necessary to make patient management decisions based on data and best evidence and implement them into practice. Learning experiences will provide students with opportunities to conduct searches of relevant clinical and scientific literature, to review that literature efficiently and critically, and to utilize principles of research methods to design a patient centered research initiative relevant to their practice setting. This course is offered online Fall, Spring and Summer terms. (GR)

PT 720: Thrust Manipulation (3)

This lecture and laboratory course is designed to teach the theory, rationale, and evidence supporting thrust manipulation. The course is designed to enhance psychomotor skill in utilizing mobilization and manipulation for the management of musculoskeletal disorders. The main focus of the program will be on determining the indications and contraindications of applying the techniques to assure both safety and treatment effectiveness. The areas emphasized will be based on evidence from recent clinical trials using manipulation to treat the spine and extremities. (GR)

PT 721: Neuromuscular Mobilization (2)

This course presents examination and treatment strategies for patients who require an integration of neurological and orthopaedic (musculoskeletal) manual therapy procedures. Lab experiences will include skill development in spinal and extremity neuromuscular mobilization. (GR)

PT 722: Spinal Exercise Strategies (2)

This course is designed to guide clinicians in the analysis of movement dysfunction and in the diagnosis and prescription of corrective exercise programs for spinal disorders. The course will involve both lecture and laboratory sessions and will integrate spinal exercise theories of McKenzie and Sahrmann as well as Australian and Nordic approaches. (GR)

PT 723: Integrated Management of Sacroiliac Joint Dysfunction (2)

This course is intended to provide the participant with basic examination and treatment approaches to the sacroiliac joint. A rationale for this approach will be provided by a review of the available evidence for examination and treatment. (GR)

PT 724: OMPT Residency (Mentorship) (3)

A post-professional planned learning experience in a focused area of clinical practice. The clinical residency (fellowship) combines opportunities for ongoing clinical supervision and mentoring with a theoretical basis for advanced practice and scientific inquiry in a defined area of sub-specialization beyond the generally-accepted Description of Specialty Practice. (GR)

PT 725: Problem Solving in Orthopaedic Manual Physical Therapy (2)

A planned program of post professional clinical education for physical therapists that is designed to advance significantly the physical therapist resident's problem solving abilities in orthopaedic manual physical therapy. The experience combines opportunities for ongoing clinical supervision and mentoring, with theoretical questioning regarding advanced practice, patient questions, and case analysis. This experience may be conducted at the clinical site or through distance learning opportunities. (GR)

PT 726: Research Project (2)

This course will involve the collection, interpretation, and analysis of data related to a clinical research question addressed during the residency (Fellowship) experience. The student will complete a written paper pertaining to this research that is suitable for publication. (GR)

PT 727: Review-Objective Structured Clinical Exam (1)

This course will involve a review of the psychomotor skills learned throughout the Fellowship program. The course will meet on an as needed basis to prepare the student for the Objective Structured Clinical Exam (OSCE). The OSCE is a practical examination involving several stations that assesses the student's ability to problem solve simulated cases and apply analytical and psychomotor skills in the area of Orthopaedic Manual Physical Therapy. (GR)

PT 728: Lab in Orthopaedic Manual Physical Therapy (1)

This course is a distance learning laboratory offering which is designed such that the student will be able to view OMPT techniques via a computer live while at home or at work. The professor for this course will demonstrate examination and intervention procedures pertaining to OMPT while the student is provided the opportunity to interact with the professor by asking questions. To access the lab, the student will be given a link to Daemen College OMPT lab session. (GR)

PT 729: McKenzie Part A (3)

An introduction to the concepts and applications of the McKenzie Method to Mechanical Diagnosis and Therapy focusing on the lumbar spine. As the name implies, this course focuses on the lumbar spine and the application of the McKenzie theory and techniques in the mechanical diagnosis of problems and the therapeutic approaches to resolve these problems. The course also includes patient demonstration, analysis and discussion. The principle format is lecture, discussion and live patient demonstrations. (GR)

PT 730: McKenzie Part B (3)

Following Part A, how the McKenzie Method applies to the cervical and thoracic spines will be examined utilizing the same teaching format. This course focuses on the cervical and thoracic spine and the application of the McKenzie theory and techniques in the mechanical diagnosis of problems and the therapeutic approaches to resolve these problems. The course also includes patient demonstration, analysis and discussion. The principle format is lecture, discussion and live patient demonstrations (GR)

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Tiffany Brignone, *Registration Counselor*; B.S., Daemen College.

Aaron Barraclough, *ICEA Administrator*; B.S., Daemen College.

Brian Caraway, *Computer Support Supervisor*; B.S., SUNY College at Buffalo.

Steven Heim, *Network Administrator*; B.A., SUNY College at Buffalo.

Anne Marie Taggart, *Computer Support Administrator*; B.S., Medaille College; M.S., Daemen College.

Christopher Pack, *Sr. Systems Administrator*; B.S., SUNY College at Buffalo.

John Zaepfel, *Software Systems Developer*; B.A., University at Buffalo.

Darrell Moore, *Director of Computer Support Services*; B.A., Northeastern Christian College.

Kelly Duran, *Executive Director of Academic Computing*; B.S., Canisius College.

Beverly Weeks, *Director of Arthur O. Eve H.E.O.P.*; B.S., M.S.Ed., St. Bonaventure University.

Malcolm Hicks, *Assistant Director of Arthur O. Eve H.E.O.P.*; B.S., M.S., SUNY College at Buffalo.

Carol McPhillips, *Director, Learning Center*; B.S., Daemen College; M.Ed., University at Buffalo.

Jennifer Runco, *Coordinator of Disability Services*; B.A., M.Ed., University of Maine.

Maureen Millane, *Director of Career Services*; B.S., Cornell University; M.B.A., Canisius College; Ph.D., University at Buffalo.

Regina Rexford, *Career Counselor*; B.S., M.S., Daemen College.

Lamark Shaw, *Career Counselor*; B.S., SUNY College at Buffalo; M.A., Medaille College.

Francis J. Carey, *Director RIC & Library Services*; B.A., Niagara University; M.L.S., University at Buffalo.

Randolph Chojecki, *Technical Services Librarian*; B.A., Cornell University; M.L.S., University at Buffalo.

Andrea Sullivan, *Head of Reference & Instruction*; B.A., Daemen College; M.L.S., University at Buffalo.

Kara McGuire, *Assistant Director, RIC & Library Services, Circulation/Interlibrary Loan Librarian*; B.A., SUNY College at Buffalo; M.L.S., University at Buffalo.

Vanessa Paniccia, *Reference & Instruction Librarian*; B.A., SUNY College at Geneseo; M.L.S., University at Buffalo.

James J. Bachraty, *Director of Classroom Technology Support*.

Cheryl Littlejohn, *Online Learning Coordinator*; B.S., Daemen College.

Cheryl Bird, *Executive Director, Center for Sustainable Communities and Civic Engagement*; B.A., SUNY College at Oswego; M.S., Daemen College.

Sharon Benz, *Director, Center for Sustainable Communities and Civic Engagement*; B.A., LeMoyne College; M.Ed., University at Buffalo.

Lisa Waterrose, *Director, Thomas J. Reynolds Center for Special Education & After-School Programs*; B.S., Medaille College; M.S., Daemen College.

Cathaleen Curtis, *Coordinator, Interdisciplinary Minor in Entrepreneurship Program*; B.A., Central Michigan University.

Catherine Zawodzinski, *Data Manager, Education Department*;

Frederick Pordum II, *Director of Clinical Services, DC Wound Clinic*; B.S., DPT, Daemen College; MBA, University at Buffalo.

Robin Gordon, *Clinical Coordinator, PA Program*; B.S., The King's College.

Marcy Moore, *Director of PA Graduate Services*; A.A.S., Cushing Junior College.

Phyllis Shroot, *Coordinator, Alternative Certification Program in Special Education in Partnership with Total Testing Inc. (TTI)*; B.A., Stern College, Yeshiva University; M.S., Hunter College.

Stephanie Malinenko, *Executive Director, WNY Service Learning Coalition*; B.S., SUNY College at Buffalo; M.B.A., Medaille College.

Susan Marchione, *Coordinator of Service Learning*; B.A., M.S., Canisius College; Ed.D, D'Youville College.

Rebecca Stein, *Field Coordinator*; B.A., Touro College; M.S., Adelphi University.

Office of the Vice President for Business Affairs

Michael Looker, CPA, *Controller & Assistant Treasurer*; B.S., Bucknell University; M.B.A., University of Virginia.

Craig Hughes, *Director of Security and Fire Safety*.

Pamela R. Neumann, SPHR, *HR Director*; A.A.S., Rochester Institute of Technology; B.S., University at Buffalo.

Kelly E. Pogore, *Assistant HR Director*; B.S., Cornell University.

Jeffrey Pagano, *Director of Financial Aid*; B.A., SUNY College at Fredonia.

Gwendolyn Walker, *Director of Purchasing and Central Services*.

Louise Berry, *Grants Administration Manager*; B.B.A., Medaille College.

Julie Miller, *Bookstore Manager*; B.A., Daemen College.

Frank X. Sweitzer, Jr., *Director of Physical Plant*.

Sylvia Muhr, *Bursar*; B.S., Medaille College.

Melanie Schmitt, *Assistant Bursar*; B.S., Daemen College.

Lisa Arida, CPA, *Assistant Controller*; B.S., Daemen College.

Brian J. Wilkins, *Director of Information Resources Management*; B.A., M.B.A., University at Buffalo.

William Niblock, *WebAdvisor Administrator*; B.A., SUNY College at Geneseo.

Lindsay A. Wolfe, *Payroll Director*; B.A., University at Buffalo; M.B.A. P.A., Canisius College.

Sandra Looker, *Assistant Director of Financial Aid*; B.F.A., Rochester Institute of Technology; M.E., Roberts Wesleyan College.

Scott Rowe, *Financial Aid Counselor*; B.A., SUNY College at Geneseo; M.S., SUNY College at Buffalo.

Melissa Miller, *Sr. Financial Aid Counselor*; B.A., Canisius College.

Marsha Hallen, *Perkins Loan Administrator*; B.S., Medaille College.

Diana Alvarado, *Print Shop Supervisor*; A.A.S., Niagara County Community College.

Office of the Vice President for Student Affairs

Sara Alexanderson, *Director of Residence Life*; B.A., Wittenberg University; M.S., SUNY College at Buffalo.

Daniel D. Nilsson, *Director of Housing and Special Initiatives*; B.A., M.S., University at Buffalo.

Susan F. Girard, *Director of Health and Insurance Services*; B.A., Daemen College.

Christopher P. Malik, *Director of Student Activities*; B.A., SUNY College at Potsdam; M.A., University at Buffalo.

Kimberly Pagano, *Director of Orientation and Student Leadership Development*; B.A., Canisius College; M.S., Daemen College.

William J. Morris, *Director of Athletics*; B.S., M.S., Canisius College; M.B.A., Niagara University.

Kathryn Bishop, *Associate Athletic Director & Senior Women's Administrator*; B.S., Wingate University; M.S., Canisius College.

Michael Miranto, *Athletic Communications Director*; B.A., SUNY College at Buffalo.

Donald V. Silveri, *Head Coach, Men's Basketball*; B.S., SUNY College at Brockport; M.S., SUNY College at Buffalo.

David J. Skolen, *Head Coach, Women's Basketball*; B.A., Daemen College; M.Ed., University at Buffalo.

Jeffrey Sage, *Head Athletic Trainer*; B.S., SUNY College at Brockport; M.S., California University of Pennsylvania.

Karen Roehling, *Asst. Athletic Trainer*; B.S., Ithaca College; M.S., Canisius College.

Mark Parisi, *Head Coach, Women's Volleyball*.

Mark Spacone, *Head Coach, Men's Soccer*.

Daniel Dolan, *Head Coach, Women's Soccer and Assistant Athletic Director for Recreation & Facilities*.

Matthew Pokigo, *Head Coach, Men's Golf*; B.S., M.S., Daemen College.

Jessica M. Gorski, *Head Coach, Men's and Women's Track & Field & Cross Country, Assistant Athletic Director for Sport Administration*; B.A., Daemen College; M. Ed., M.S., Canisius College.

Kelly A. Brown, *Head Coach, Men's and Women's Tennis*; B.A., University of Kentucky; M.Ed., University of Phoenix.

Deloris Fields, *Counseling Services*; B.S., Rosary Hill College; M.S.W., University at Buffalo.

Nicholas Gazzoli, *Counseling Services*; B.A., Muhlenberg College; M.A., The New School University for Social Research.

Anne Gilles-Thomas, *Counseling Services*; B.A., Indiana University; M.A., Ph.D., University of Illinois at Champaign.

Cassandra Salter-Smith, *Director of Campus Ministry*; B.S., M.S., Canisius College; Master of Divinity, Colgate Rochester Divinity

School.

Graduate Program Faculty

Arts Administration

ROBERT WATERHOUSE, *Assistant Professor of Theatre and Director of the Arts Administration Program*; B.A., University of Essex, England; M.A., Ph.D., University at Buffalo.

Education

JEFF ARNOLD, *Assistant Professor of Education and Director of Teacher Leader Quality Partnership (TLQP)*; B.S., M.Ed., Ph.D., University at Buffalo.

SARAH AVTZON, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Yeshiva University; M.A., Azrieli Graduate Institute; M.S., Columbia University; Ph.D., Walden University.

RUTH BERRY, *Assistant Professor of Education*; B.S., Bethel College, Kansas; M.Ed., Wichita State University; Ph.D., Michigan State University.

MARK BROWN, *Assistant Professor of Education*; B.S., Canisius College; M.S., SUNY College at Buffalo; Ph.D., University of Cincinnati.

SARA CHAYA BURTON, *Instructor of Education, Alternative Teacher Certification Program*; B.S., Touro College; M.S., Touro Graduate School; Ph.D., Capella University.

MIRIAM DREISINGER, *Instructor of Education, Alternative Teacher Certification Program*; B.A., SUNY at Albany; M.A., Manhattan College; Ed.D., St. Mary's University of Minnesota.

FRANK ENGELBERG, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Hofstra University; M.S., Ed.D., Yeshiva University.

MARYBETH FORTUNE, *Assistant Professor of Education, Director of Graduate Weekend Education Program*; B.S., B.A., Trent University; B.Ed., Queen's University; M.Ed., University of Toronto.

MARY H. FOX, *Associate Professor of Education and Director of Alternative Certification Graduate Programs in Education*; B.A., University of Maryland; M.A., George Washington University; Ph.D., Florida State University.

DINA GONGOLA, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Thomas A. Edison State College; M.S., Adelphi University; Ph.D., Walden University.

MICHELE HAVENS, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Douglas College of Rutgers University; M.A., San Diego State University; Ed.D., Rutgers University.

CARON KUESSOUS, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Georgian Court College; M.S., College of Staten Island; Ed.D., Azrieli Graduate School of Jewish Education and Administration, Yeshiva University.

CHERYL MIODOWNIK, *Instructor of Education, Alternative Teacher Certification Program*; B.S., Baruch College; M.S., Adelphi University; Ph.D., Ferkauf Graduate School of Psychology, Yeshiva University.

JOANNE SADLER, *Assistant Professor of Education*; B.S., M.S., Ph.D., University at Buffalo.

DENNIS SCHEITINGER, *Assistant Professor of Education*; B.A., M.Ed., Ph.D., University at Buffalo.

MINDY SCHREINER SCIRRI, *Assistant Professor of Education*; B.A., University of Rochester; M.A., Binghamton University; Ph.D. candidate, Syracuse University.

EVELYN SEEVE, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Touro College; M.A., Ph.D., Hofstra University.

BRUCE SHIELDS, *Associate Professor of Education*; B.S., Slippery Rock University; M.A., University at Missouri; M.Ed., Ph.D. University at Buffalo.

PESSY SLOAN, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Touro College; M.A., Ph.D., Hofstra University.

ELIZABETH WRIGHT, *Assistant Professor of Education, Associate Dean of the Education Department*; B.A., Binghamton University; M.S.W., J.D., University at Buffalo.

Executive Leadership and Change

SUZANNE CHAMBERLAIN, *Adjunct Instructor*; B.A., University of Massachusetts; M.A., University of Missouri; M.S., SUNY College at Buffalo.

CHRISTINA COYLE, *Adjunct Instructor*; B.S., M.B.A., University at Buffalo; M.S., SUNY College at Buffalo.

MARGARITA COYNE, *Adjunct Instructor*; B.S., University at Buffalo; M.S., Daemen College.

JOHN S. FREDERICK, *Executive Director, Executive Leadership and Change Program*; B.S., M.S., SUNY College at Buffalo; Ed.D., University at Buffalo.

ARLENE KAUKUS, *Adjunct Instructor*; B.A., SUNY College at Buffalo; M.S., Case Western Reserve University; M.B.A., University at Buffalo.

KIMBERLY KLINE, *Adjunct Instructor*; B.A., Slippery Rock University; M.S., SUNY College at Buffalo; Ph.D., Indiana University.

ANTHONY LATONA, *Adjunct Instructor*; B.S., Canisius College; J.D., University at Buffalo.

RICHANNE C. MANKEY, *Adjunct Faculty, Executive Leadership and Change Program*; B.A., Ohio Northern University; M.S. Ed., University of Dayton; Ed.D., Columbia University Teachers College.

ROBERT MILLER, *Adjunct Instructor*; B.S., M.S., Troy State University.

JOSEPH SANKOH, *Associate Professor of History & Government*; M.A., SUNY at Cortland; M.A.I.S., Fairleigh Dickson University; Ph.D., University at Buffalo.

JOSEPH F. WINTER, *Adjunct Assistant Professor of Accounting*; B.S., Daemen College; M.B.A., Canisius College.

Global Business

JOHN P. BLEST, *Assistant Professor of Accounting/MIS, Director of the Global Business Program and Director of NY/Brooklyn Accounting Programs*; B.S., M.B.A., University at Buffalo.

SHARLENE M. BUSZKA, PHR, *Associate Professor of Business Administration*; B.S., M.B.A., University at Buffalo.

WILLIAM R. DIPIETRO, *Professor of Economics*; B.A., M.A., Ph.D., University of Pittsburgh.

TORSTEN DOERING, *Assistant Professor of Accounting*; Dipl. Ing., Cologne University of Applied Sciences; Dipl. Wirt. Ing., Niederrhein University of Applied Sciences; M.B.A., University at Buffalo.

LINDA KUECHLER, *Professor of Accounting and Business Administration*; B.A., Canisius College; M.B.A., Rochester Institute of Technology; Ph.D., University at Buffalo.

LUIZ PEREIRA, *Assistant Professor of Business Administration*; B.S. Ch.E., Fluminense Federal University, Rio de Janeiro; M.B.A., Brigham Young University.

ANDY SCHUMACHER, *Adjunct Assistant Professor of Business Administration*; B.S., M.B.A., Westfaelische Wilhelms University, Muenster, Germany.

Nursing

LISA S. BALL, FNP, *Assistant Professor of Nursing*; B.S., University of Western Ontario; M.S., Ph.D., University at Buffalo.

LYNDA CESSARIO, *Assistant Professor of Nursing and Associate Chair for Accreditation & Evaluation*; B.S., University at Buffalo; M.S., D'Youville College; Ph.D., University at Buffalo.

VIRGINIA M. HART, ANP, *Assistant Professor of Nursing*; B.S., SUNY at Albany; M.S., University at Buffalo; D.N.P., St. John Fisher College.

CATHERINE MANN, *Assistant Professor of Nursing*; B.S., Niagara University; M.S., D'Youville College; Ed.D. candidate, Walden University.

CHERYL NOSEK, *Associate Professor of Nursing*; B.S., SUNY at Albany; M.S., D.N.S., University at Buffalo.

MARYLOURUSIN, *Professor of Nursing, Department Chair*; B.S., M.S., Ed.D., University at Buffalo; ANEF (Academy of Nursing Education Fellow).

DIANERYAN, ANP, *Assistant Professor of Nursing*; B.S., D'Youville College; M.S., University at Buffalo; Ph.D., University at Buffalo.

Physical Therapy

JENNIFER BOGULSKI, *Clinical Assistant Professor*; D.P.T., Daemen College.

MICHAEL S. BROGAN, *Associate Professor of Physical Therapy and Vice President for Academic Affairs and Dean of the College*; B.S., D.P.T., Daemen College; M.S., Ph.D., University at Buffalo.

MICHAEL J. BROWN, *Clinical Assistant Professor*; D.P.T., University at Buffalo; O.M.P.T., Daemen College.

LAURA FAVARO, *Clinical Assistant Professor of Physical Therapy*; B.S., M.S., Ithaca College; D.P.T., D'Youville College.

GREGORY S. FORD, *Associate Professor of Physical Therapy and Chair of the Physical Therapy Department*; B.S., M.S., D.P.T., Daemen College; Ph.D., University at Buffalo.

MARY ROSE FRANJOINE, *Assistant Professor of Physical Therapy*; B.S., M.S., D.P.T., Daemen College.

SHARON L. HELD, *Associate Professor of Physical Therapy*; B.S., D.P.T., Daemen College; M.S., University at Buffalo.

THERESA KOLODZIEJ, *Director of Clinical Education*; B.S., D.P.T., Daemen College; M.S., University at Buffalo.

MARGARET A. MAZZONE, *Assistant Professor of Physical Therapy*; B.S., SUNY Health Science Center at Syracuse; M.S., Daemen College; Ph.D., University at Buffalo.

JENNIFER PRIORE, *Clinical Assistant Professor of Physical Therapy*; B.S., M.S., D.P.T., Daemen College.

RON SCHENK, *Associate Professor of Physical Therapy, Director of the Fellowship Program in Orthopaedic Manual Physical Therapy, and Dean of Health and Human Services Division*; B.S., M.S., Ithaca College; Ph.D., University at Buffalo.

JOHN J. STACHURA, *Clinical Assistant Professor of Physical Therapy*; B.S., M.B.A., University at Buffalo; D.P.T., Daemen College.

PHIL TONSOLINE, *Clinical Assistant Professor of Physical Therapy*; B.S., Canisius College; B.S., University at Buffalo; M.S., University of Arizona.

JESSICA A. WIATROWSKI, *Assistant Director of Clinical Education*; B.S., M.S., Daemen College.

Accreditation and Institutional Policies

Daemen College is authorized by the Board of Regents of the State of New York to award degrees and certificates for programs registered with the New York State Board of Regents.

Accreditation

Daemen College is accredited by the [Middle States Commission on Higher Education](#) (MSCHE), 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104-2680, (267) 284-5000, FAX (215) 662-5501. Email: info@msche.org Spanish: españolinfo@msche.org. The Commission on Higher Education is a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2002.

Master's (M.S.), Post Master's Certificate, and clinical doctorate (D.N.P.) programs in Nursing are accredited by the [National League for Nursing Accrediting Commission](#), Inc. (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000, FAX (404) 975-5020, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2001. Email: nlnac@nlnac.org.

The **clinical doctorate in Physical Therapy (D.P.T.)** is accredited by the [Commission on Accreditation in Physical Therapy Education](#) (CAPTE), American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA, 22314-1488, (703) 706-3245, email: accreditation@apta.org, an accrediting body for professional programs for the physical therapist, recognized by the Council for Higher Education Accreditation (CHEA), January 2002. Please note: CAPTE reviews only programs which prepare students to sit for licensure examinations. The Fellowship Program is credentialed as an Orthopaedic Manual Physical Therapy Fellowship by both the APTA and the American Academy of Orthopaedic Manual Physical Therapists (AAOMPT).

The graduate program in **Physician Assistant Studies (B.S./M.S., M.S.)** is accredited by the [Accreditation Review Commission on Education for the Physician Assistant](#), Inc. (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097, (770) 476-1224, FAX (770) 476-1738, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2004.

The **Master of Science (M.S.) in Global Business** (Management Information Systems; Marketing) and the dual degree **(B.S./M.S.) in Accounting/Professional Accountancy** are accredited by the [International Assembly for Collegiate Business Education](#) (IACBE), 11374 Strang Line Road, Lenexa, Kansas 66215, USA, (913) 631-3009, FAX (913) 631-9154, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2011.

Graduate programs in **Teacher Education, Master of Science (M.S.)**, are accredited by [Regents Accreditation of Teacher Education](#) (RATE), New York State Education Department, 89 Washington Avenue, 5 N. Mezzanine, Albany, NY 12234, (518) 474-2593, FAX (518) 486-2779, ocueinfo@3mail.nysed.gov, a specialized accrediting body for teacher education programs in New York State.

The **Athletic Training program (B.S. in Health Care Studies/M.S. in Athletic Training)** is accredited by the [Commission on Accreditation of Athletic Training Education](#) (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664, (512) 733-9700, fax (512) 733-9701.

Affiliations:

- ASIANetwork
- Association of American Colleges and Universities
- Association for the Advancement of Sustainability in Higher Education
- Association of Arts Administration Educators
- Commission on Independent Colleges and Universities
- Consortium for Innovative Environments in Learning
- Council of Independent Colleges
- Council on Undergraduate Research
- National Association of Independent College and Universities
- National Collegiate Athletic Association (NCAA) Division II - Candidacy Year One Status
- New York Campus Compact
- P2 Collaborative of WNY, Inc.
- United States Collegiate Athletic Association (USCAA)
- Western New York Consortium of Higher Education
- Western New York Service Learning Coalition

Availability Statement and Procedures to Review Accrediting and Licensing Documents

Accrediting and Licensing documents are available for inspection. Requests should be in writing to and sent to the:

Office of the President/Daemen College
4380 Main Street, Amherst, NY 14226-3592

Offices Designated to Disseminate Consumer Information

The following offices of Daemen College have been designated to disseminate consumer information:

- Office of Enrollment Management
- [Office of Financial Aid](#)
- Office of Institutional Research
- [Office of the Registrar](#)
- [Office of Student Accounts](#)

Complaints

Daemen College is committed to serving its students effectively and responsively. Students with questions or complaints should communicate directly with the department or office concerned, with a view to resolving the issue as expeditiously as possible. Students who are unsure of whom to contact or whose complaint remains unresolved may contact Dr. Kathleen Boone, Associate Vice President for Academic Affairs, Duns Scotus Hall 102, Daemen College, 4380 Main St., Amherst, NY 14226, telephone: 716.839.8301 for assistance in resolving the complaint.

Nondiscrimination and Equal Opportunity Policy

Daemen College is committed to compliance with its obligations under Title IX of the Educational Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, the Age Discrimination in Employment Act, Executive Orders, the New York State Human Rights Law, and other applicable antidiscrimination laws. It is the policy of Daemen College to provide all students and applicants an equal access to all programs and facilities without regard to race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence. Furthermore, the College will not discriminate against any individual with respect to the application of College policies, or the criteria for the successful completion of any course or program on the basis of race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence.

Every person in the Daemen College community is required to be familiar with and act in accordance with this policy. This includes administrators, faculty, staff, students, contractors, and vendors. All violations of this policy will be addressed and, where appropriate, discipline will be administered. Any person or entity found in willful violation of this nondiscrimination policy shall be subject to termination, expulsion, or contract termination as appropriate.

The College President has assigned day-to-day responsibilities for the implementation and administration of this policy to the Associate Vice President for Academic Affairs, who shall be the College's Equal Opportunity and Affirmative Action Officer. Any questions concerning this policy and any complaints of discrimination should be communicated to the Associate Vice President for Academic Affairs, Duns Scotus Hall, Room 102, telephone (716) 839-8301 (campus extension 8301).

A student also has the right to file a complaint of discrimination with the Office for Civil Rights (OCR) of the U.S. Department of Education. Complaints are to be filed within 180 calendar days of the alleged act of discrimination and may be made to the New York regional office of OCR:

New York Office
Office for Civil Rights
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500
Telephone: 646-428-3900
FAX: 646-428-3843; TDD: 877-521-2172
Email: OCR.NewYork@ed.gov

Accommodation of Students With Disabilities

Daemen College complies with the Rehabilitation Act of 1973, the Americans with Disabilities Act, and applicable state and local

laws providing for nondiscrimination against qualified individuals with disabilities. This policy applies to participation in all College programs and activities. Daemen College will also provide reasonable accommodations for qualified individuals with disabilities so that they may participate at a level equivalent with that of non-disabled students. In this connection, Daemen College has established an accommodation assessment procedure for evaluation of requested accommodation in light of legal guidelines. It is Daemen College's policy to:

- Ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the admissions process and that qualified students with disabilities are treated in a nondiscriminatory manner with respect to all services, programs and activities.
- Keep all medically related information confidential in accordance with the requirements of the Rehabilitation Act, the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act.
- Provide qualified applicants and students with disabilities with reasonable accommodation, except where such an accommodation would create an undue hardship on the College.
- Notify individuals with disabilities that the College provides reasonable accommodations to qualified individuals with disabilities by including this policy in the College Catalog and the Student Handbook.

Procedure for Requesting an Accommodation

If a qualified applicant for admission to the College or a student of the College anticipates a need for an accommodation to complete a course of study or to participate in a College program or activity (student housing, etc.), the request for accommodation should be brought to the attention of the Disability Services Coordinator. Where the disability or the need for an accommodation is not obvious, the individual may be required to provide current evidence of the disability and the limitations that require accommodation. The Disability Services Coordinator will discuss with the applicant or student the limitation resulting from the disability and the potential reasonable accommodations that the College might make. The Disability Services Coordinator may also consult as needed with the Associate Vice President for Academic Affairs, who is the College's 504/ADA Officer. The College has established specific guidelines for the documentation of disabilities; the guidelines may be obtained from the College's 504/ADA officer (Associate VP), the Disability Services Coordinator, or from the College's website. The Disability Services Coordinator, in conjunction with the appropriate faculty, the 504/ADA Coordinator, and, if necessary, a professional evaluator retained by the College, will determine the feasibility of the requested accommodation, considering various factors including, but not limited to, the nature and the cost of the accommodation, the availability of funding, and whether the accommodation will impact the fundamental nature of the course or program. The applicant/student will be informed of the College's decision on the accommodation request. If a student is not satisfied with the determination made by the College with respect to the request for accommodation, the student may file a grievance pursuant to the College's Grievance Procedure in Discrimination Cases, a copy of which may be found in the Student Handbook or obtained from the Office of the Associate Vice President for Academic Affairs.

Procedure for Receiving Approved Accommodations

The Disability Services Coordinator will give the student an Accommodation Form specifying the accommodations approved by the College. It is the student's right and responsibility to request approved accommodations in College programs, activities, or services. In keeping with the College's nondiscrimination policy, accommodations are to be made only at the request of the student, not assumed or imposed by other parties. The student shall present his/her Accommodation Form to the appropriate faculty member or administrator to substantiate a request for accommodation. Accommodations should not be provided to students without evidence that the accommodation has been approved by the College. A student lacking such documentation should be referred to the Disability Services Coordinator according to the above procedure for requesting an accommodation.

Should any problem arise in securing an approved accommodation, the student should bring the problem to the immediate attention of the 504/ADA Officer, who will assist in resolving the matter. In addition, any member of the College community with questions or concerns about the College's disability policy and procedures should contact the 504/ADA Officer. Retaliation against students, applicants, or employees for exercising their rights under this policy is strictly prohibited and will not be tolerated. Claims of retaliation should be reported to the 504/ADA Officer (Associate Vice President for Academic Affairs, Duns Scotus Hall, Room 102, telephone (716) 839-8301).

Student Rights Under the Family Educational Rights and Privacy Act

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), Daemen College has adopted a policy that protects the confidentiality of student educational records and grants third party access to such records only with the student's consent or under other limited conditions. The College may publish certain directory information, such as the student's name, address (including email), telephone number, date and place of birth, major field of study, participation in activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status (includes advance registration data, anticipated graduation year, class status), resident status (commuter or resident), degrees and awards received, and the most recent

educational institution attended by the student, unless advised in writing by the student not to do so. The College policy also grants students access to their records, except, where applicable, for the financial information of their parents. A procedure has been established whereby students can challenge the content of their educational records, and if appropriate, provide a written explanation to be placed into their records. To review the full policy, see the Student Handbook (online) or contact the Registrar's Office.

Academic Calendar for 2012-2013

NOTE: Different calendar dates may apply for select courses and/or offerings at locations other than the Main campus. Consult the complete academic calendar on the Daemen web page for details.

First Semester

September 1	Welcome Week begins
September 4	Classes begin
September 11	Last day for making changes in schedule (Adds and Drops)
October 5 graduates	Application for Degree forms must be filed with the Registrar's office for all prospective January and May 2013
October 6-9	Fall Break — <i>classes will not meet</i>
October 10	Classes resume
October 22	Mid-semester deficiencies due at NOON
November 7	Last day for authorized withdrawal from courses (or change to audit)
November 12	Advance Registration begins for Intersemester/Spring Semester 2013
November 21-24	Thanksgiving Recess — <i>classes will not meet</i>
November 26	Classes resume
December 7	Last day of classes
December 10	Final Examinations begin (NOTE: Exams for select courses may be scheduled for December 8 and/or 9.)
December 14	Final Examinations and Fall '12 Semester ends
December 18	Semester grades due at NOON

Intersemester Session

January 2	Classes begin
January 11	Last day for authorized withdrawal from courses (or change to audit)
January 17	Last day of classes
January 18	Final Examinations are held (if no exam, class is held on this day)
January 21	Martin Luther King, Jr. Observance — <i>offices are closed</i>
January 22	Intersemester grades due

Second Semester

January 23	Classes begin
January 30	Last day for making changes in schedule (Adds and Drops)
February 18	President's Day — <i>classes will not meet</i>
March 8	Mid-semester deficiencies due at NOON

March 9 - 16	Spring Break — <i>classes will not meet</i>
March 18	Classes resume
March 29 - April 2	Spring Holiday - <i>classes will not meet</i>
April 3	Classes resume
April 8	Last day for authorized withdrawal from courses (or change to audit)
April 9	Advance Registration begins for Summer and Fall Semester 2013
TBA	Academic Festival
April 15	Last day for submission of application to Upper Division/Professional Phase of Major for all departments
May 3	Last day of classes
May 6	Final Examinations begin (NOTE: Exams for select courses may be scheduled for May 4 and/or 5.)
May 10	Final Examinations and Spring 2013 semester end
May 14	Grades due at NOON for: prospective May '13 graduates, non-graduating ceremony "walkers," and candidates for admission to professional phase studies in Athletic Training and Physical Therapy
TBA	Baccalaureate Awards Ceremony
May 18	Commencement (held at Kleinhans Music Hall, Buffalo, NY); 2:30PM
May 21	Semester grades due at NOON for all other students
June 7	Application for Degree forms must be filed for all prospective September 2013 graduates

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